



# *IACBE*

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## Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs Revised December 2017

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International Accreditation Council for Business Education  
11374 Strang Line Road  
Lenexa, Kansas 66215 • USA





## 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, chairs, and heads of departments who wanted an accreditation process that was mission-driven and outcomes-based. The IACBE provides specialized accreditation for 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 the accreditation of business programs is based on the assessment of educational outcomes and the characteristics of excellence in business education.

This manual is organized into the following five sections:

- ❑ **Section One:** This section contains an introduction that describes (i) the mission of the IACBE and business accreditation, (ii) the IACBE's philosophy of business accreditation, (iii) the IACBE's Characteristics of Excellence in Business Education, (iii) the scope of business accreditation, and (iv) eligibility criteria for business accreditation.
- ❑ **Section Two:** This section provides instructions for preparing the self-study.
- ❑ **Section Three:** This section contains general background information pertaining to the academic business unit and the business programs that it offers.
- ❑ **Section Four:** This section contains the IACBE's business accreditation principles, evaluation criteria, and guidelines for addressing each principle in the self-study.
- ❑ **Section Five:** This section contains appendices.

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## **SECTION ONE: INTRODUCTION**

### **Mission of the IACBE and Business Accreditation**

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.

### **Characteristics of Excellence in Business Education**

The IACBE promotes and recognizes excellence in business education in institutions of higher education worldwide. However, 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 acts with integrity and responsibility in its interactions with all of its stakeholders.
- ☐ The academic business unit has a clearly-defined mission and broad-based goals that are consistent with those of the institution and that explicitly encompass business education.
- ☐ The academic business unit strives for higher levels of performance consistent with its mission as reflected in the student learning outcomes in its business programs, its 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 its mission and that incorporates processes for involving external stakeholders from the business community and business and industry.
- ☐ The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs, 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 encourages and fosters innovation and creativity in business education.
- ☐ The academic business unit implements clear and effective policies, procedures, and processes governing its interactions with internal and external stakeholders.
- ☐ 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 and relevance of its business programs.
- ☐ The academic business unit encourages external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals and that contribute to the academic quality of its business programs.
- ☐ Business faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.

- ❑ Business 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.
- ❑ Business faculty members 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, business, and business communities.
- ❑ The institution provides resources to the academic business unit that are adequate to support its business programs and 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, business, 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 academic business unit is accountable to its stakeholders for the value and quality of the education that it provides.

These Characteristics of Excellence in Business Education are critical factors in demonstrating academic quality in business education. In addition, they have been shown to be elements of high-quality business programs and highly-performing academic business units regardless of the environmental settings in which they operate.

Furthermore, the Characteristics of Excellence in Business Education serve as the basis for the IACBE's business accreditation principles – the Assembly's evaluation criteria for the accreditation of business programs – with each principle being linked to one or more of the characteristics of excellence.

## **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 accredit business programs of institutions of higher education that offer only associate degrees in business, but the accreditation of these programs is not yet included in the IACBE's CHEA-recognized scope of accreditation. As soon as the criteria for CHEA recognition are met, the IACBE will submit the required documentation to request that its' scope of accreditation be changed to include institutions 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 education<sup>1</sup> 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,<sup>2</sup> or 50 percent or more of the total hours required for a graduate degree, diploma, or other equivalent credential;<sup>3</sup>
- ❑ The program appears on a student's official transcript, diploma supplement, or other official record of program completion.

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

- ❑ 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;<sup>4</sup>
- ❑ The majors, concentrations, specializations, emphases, options, and tracks appear on a student's official transcript, diploma supplement, or other official record of program completion.

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

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.



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.

## SECTION TWO: PREPARING THE SELF-STUDY

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

The time-period encompassed by the self-study (self-study year) must cover one full academic year; this should be the full academic year immediately preceding, and not including any portion of, the calendar year in which the site visit takes place. For example, if the site visit is scheduled for the calendar year of 2017, use the preceding academic year (2015-2016 academic year) as the self-study year.

A preliminary draft copy of the self-study must be submitted to IACBE headquarters no fewer than 120 days prior to the site visit. Upon receipt of the draft self-study, IACBE staff will contact the academic business unit to schedule a telephone consultation to conduct 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 should revise its self-study to ensure that it is complete, addresses all accreditation principles, and is in the appropriate format with accurate tables.

The revised, final self-study must be submitted to IACBE headquarters no fewer than 60 days prior to the scheduled site visit. No explicit site visit travel arrangements will be made, and no site visits will be conducted until the IACBE has received the final self-study documents.

The remainder of this section addresses the organization of the self-study and provides a description of the information that you are to include. The self-study should consist of two volumes: Volume 1 for your responses to the organizational and programmatic profile and business accreditation principles (including required tables), and Volume 2 for the appendices to accommodate bulky items such as strategic planning documents, outcomes assessment plan, faculty vitae, etc. It is recommended that you use electronic file folders to separate the materials in Volume 2 of the self-study. The self-study and all supporting materials must be written in English.

### Terminology

In this manual **the term course is used synonymously with any and all of the following: courses, modules, subjects, etc.**

In this manual **the term major is used synonymously with the following: majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, or streams, etc.**

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

### **Volume 1**

1. **Table of Contents**: This table should delineate the major sections of Volume 1 of the self-study document, including sections for the organizational and programmatic profile and each of the IACBE's business accreditation principles.
2. **Cover Page**: The cover page should be the first page of the self-study. A copy of a cover page template is provided in Appendix B of this manual.
3. **Organizational and Programmatic Profile**: This section provides essential background information and conveys a general profile of the academic business unit and the business programs that it offers.
4. **Documentation of Compliance with Business Accreditation Principles**: To prepare this section of the self-study, use the structure and guidelines found in Section Four: Business Accreditation Principles of this manual. List each principle in the order shown in Section Four, and then respond to each principle using the self-study guidelines for that principle. This manual is available in electronic form, and can be used as a template to develop your self-study.

### **Volume 2**

1. **Table of Contents**: This table should list each of the appendices contained in Volume 2 of the self-study document.
2. **Appendices**: Materials that are sufficiently long to hinder the readability of your narrative responses in Volume 1 should be placed in an appendix. Many of these materials are identified in Section Four: Business Accreditation Principles of this manual. Electronic file folders should be used for each of the appendices in Volume 2 and the name of the electronic file folder should be included in the narrative in Volume 1.

## **SECTION THREE: ORGANIZATIONAL AND PROGRAMMATIC PROFILE**

This section provides essential background information and conveys a general profile of the academic business unit and the business programs that it offers.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Provide the following information pertaining to the academic business unit:
  - a. A description of the relationship between the academic business unit and the institution.
  - b. A copy of the academic business unit's organizational chart (this should be placed in an appendix of the self-study).
2. Provide Table OPP-1: Business Programs Included in the Accreditation Review. This table should provide a listing of each business program included in the accreditation review (including all majors contained within the program), and an identification of all of the locations at which they are offered. If the program is delivered in partnership with other institutions, identify those institutions as well. This information should be presented by program level as shown in sample Table OPP-1 in these guidelines.

If these programs (including all majors contained within the program) and/or locations differ from the ones that appear in the institution's catalog, bulletin, prospectus, marketing brochures, or other materials for the self-study year, provide an explanation for this difference.

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.

3. For each of the business programs listed in item 2 above (including all majors contained within the program), provide a copy of an official student transcript, diploma supplement, or other official record of program completion on which the degree or program name appears (these should be placed in an appendix of the self-study). Student names and other confidential information on these documents may be redacted.
4. Provide Table OPP-2: Public Notification of Accreditation. This table should provide the following information:
  - a. If you are pursuing reaffirmation of your business program accreditation, provide the website path to the page on the institution's website containing your public notification of special business accreditation by the IACBE.
  - b. This does not apply to academic business units pursuing first-time accreditation.
5. Provide Table OPP-3: Institutional and Business Program Enrollments. This table should provide the following information:
  - a. Figures for the total number of students by headcount who were enrolled in the institution for the self-study year and the previous two academic years.
  - b. Figures for the total number of students by headcount who were enrolled in the for the self-study year and the previous two academic years

The figures in the table should be those for the overall institutional and program enrollments, not just the figures for the number of students who were admitted in these years.

6. Provide Table OPP-4: Number of Students in Business Programs. For each of the business programs listed in item 2 above (including each major contained within the program), provide figures for the total number of students by headcount in the program for the self-study year and the previous two academic years. This information should be presented by program level as shown in sample Table OPP-4 in these guidelines.

If a student pursued multiple programs during a given year, include the student in the figures for each program in the relevant year. For example, if a student pursued both a Bachelor of Business Administration with a Concentration in Business and a Bachelor of Science in Accountancy during the self-study year, then include that student in the figures for each of the two programs in the self-study year.

7. Provide Table OPP-5: Number of Business Students by Program Level. This table should provide figures for the number of associate-, bachelor's-, master's-, and doctoral-level students for the self-study year and the previous two academic years. This information should be presented as shown in sample Table OPP-5 in these guidelines.
8. Provide Table OPP-6: Degrees Conferred in Business Programs. For each of the business programs listed in item 2 above (including each major, contained within the program), provide figures for the number of such degrees conferred during the self-study year and the previous two academic years. This information should be presented by program level as shown in sample Table OPP-6 in these guidelines.
9. Provide Table OPP-7: Number of Business Faculty. This table should provide figures for the number of full-time and part-time/adjunct faculty members for the self-study year. This information should be presented as shown in sample Table OPP-7 in these guidelines.

Full-time business faculty includes regular full-time business faculty, full-time visiting professors in business, and full-time business faculty with administrative loads, such as deans, and department and division chairs. Part-time business faculty includes adjunct faculty, administrative personnel, staff, and full-time faculty from other academic units in the institution who, on a part-time basis, teach business courses, modules, subjects, etc. offered by the academic business unit.

10. Provide evidence that the institution is authorized to award degrees in each of the countries where the business programs included in the review are offered. This can be in the form of a link to the accreditor's website, or written confirmation of the authorization
11. Describe any situations present at your institution requiring a special understanding during the business accreditation process.

**Table OPP-1: Business Programs Included in the Accreditation Review**

PROGRAMS	LOCATIONS	PARTNER INSTITUTIONS
<b>ASSOCIATE-LEVEL PROGRAMS</b>		
Associate of Applied Science in Business	Location #1	None
<b>BACHELOR'S-LEVEL PROGRAMS</b>		
Bachelor of Business Administration with a Concentration in Marketing	Location #1 Location #2	Partner #1
Bachelor of Science in Accountancy	Location #1	None
<b>MASTER'S-LEVEL PROGRAMS</b>		
Master of Business Administration with a Specialization in Marketing	Location #1 Location #2	Partner #1
Master of Public Accountancy	Location #1	None
<b>DOCTORAL-LEVEL PROGRAMS</b>		
Ph.D. in Business	Location #1	None

**Table OPP-2: Public Notification of Accreditation**

<b>a. PUBLIC NOTIFICATION OF ACCREDITATION OF BUSINESS PROGRAMS</b>	
Click on:	
1.	Academics
2.	School of Business
3.	IACBE Accreditation
4.	

**Table OPP-3: Institutional and Business Program Enrollments**

<b>a. INSTITUTIONAL ENROLLMENT BY HEADCOUNT</b>		
SELF-STUDY YEAR	YEAR PRIOR	TWO YEARS PRIOR
980	890	810
<b>b. NUMBER OF STUDENTS BY HEADCOUNT IN ACCREDITED BUSINESS PROGRAMS</b>		
SELF-STUDY YEAR	YEAR PRIOR	TWO YEARS PRIOR
197	186	173

**Table OPP-4: Number of Students in Business Programs**

PROGRAM	NUMBER OF STUDENTS BY HEADCOUNT		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
<b>ASSOCIATE-LEVEL PROGRAMS</b>			
Associate of Applied Science in Business	8	10	7
<b>BACHELOR'S-LEVEL PROGRAMS</b>			
Bachelor of Business Administration with a Concentration in Marketing	16	15	14
Bachelor of Science in Accountancy	14	13	12
<b>MASTER'S-LEVEL PROGRAMS</b>			
Master of Business Administration with a Specialization in Marketing	11	10	8
Master of Public Accountancy	15	12	11
<b>DOCTORAL-LEVEL PROGRAMS</b>			
Ph.D. in Business	9	5	3

**Table OPP-5: Number of Business Students by Program Level**

PROGRAM-LEVEL	NUMBER OF STUDENTS BY HEADCOUNT		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
Associate-Level Students	8	10	7
Bachelor's-Level Students	25	24	23
Master's-Level Students	26	12	19
Doctoral-Level Students	9	5	3
<b>TOTALS</b>	<b>68</b>	<b>61</b>	<b>52</b>

**Table OPP-6: Degrees Conferred in Business Programs**

PROGRAM	NUMBER OF DEGREES CONFERRED		
	SELF-STUDY YEAR	YEAR PRIOR TO SELF-STUDY YEAR	TWO YEARS PRIOR TO SELF-STUDY YEAR
<b>ASSOCIATE-LEVEL PROGRAMS</b>			
Associate of Applied Science in Business	3	4	5
<b>BACHELOR'S-LEVEL PROGRAMS</b>			
Bachelor of Business Administration with a Concentration in Marketing	4	3	2
Bachelor of Science in Accountancy	6	5	7
<b>MASTER'S-LEVEL PROGRAMS</b>			
Master of Business Administration with a Specialization in Marketing	4	3	4
Master of Public Accountancy	7	6	6
<b>DOCTORAL-LEVEL PROGRAMS</b>			
Ph.D. in Business	3	2	1
<b>TOTALS</b>	<b>27</b>	<b>23</b>	<b>25</b>

**Table OPP-7: Number of Business Faculty**

TYPE OF FACULTY	NUMBER
Full-Time Business Faculty	10
Part-Time/Adjunct Business Faculty	2



# **SECTION FOUR: BUSINESS ACCREDITATION PRINCIPLES**

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

### **1.1: Commitment to Integrity, Responsibility, and Ethical Behavior**

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

#### **Evaluation Criteria**

To fulfill the commitment implicit in the social compact between the public and higher education and to serve the public interest of preparing ethical and competent business professionals, academic business units must demonstrate a commitment to ethical and responsible behavior in all interactions with their internal and external stakeholders.

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its internal stakeholders, including administrators, faculty, professional staff, and students.
2. Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its external stakeholders, including prospective students and their families; alumni; employers; accreditation agencies; organizations that supply funding; governmental oversight bodies; and other members of the public who may have an interest in the academic business unit.
3. Describe the system, including published policies, procedures, and processes, that the academic business unit employs to promote, foster, and support ethical and responsible behavior of its administrators, faculty, professional staff, and students.
4. Provide copies of the published policies, procedures, and processes identified in item 3 above (these should be placed in an appendix of the self-study; alternatively, if these documents are available on the academic business unit's or the institution's website, provide the URL address for these materials).
5. Identify and describe the methods or mechanisms employed by the academic business unit for detecting and addressing breaches of ethical and responsible behavior.

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

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

### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

### **Self-Study Guidelines for Documentation**

In the self-study:

Provide a summary reflection on the extent to which the academic business unit acts ethically, responsibly, and with integrity in its interactions with its stakeholders. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its commitment to integrity, responsibility, and ethical behavior in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's interactions with its stakeholders and/or in its policies, procedures, and processes for encouraging and upholding ethical and responsible behavior.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

## **Principle 2: Quality Assessment and Advancement**

### **2.1: Assessment Planning**

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

#### **Evaluation Criteria**

To demonstrate high levels of overall performance and academic quality in its business programs, the academic business unit must develop a comprehensive business outcomes assessment plan.

A major purpose of outcomes assessment is to provide a basis for continuous improvement in curriculum, pedagogy, institutional resources, academic support services, staffing, and other aspects of institutional operations that impact student learning and the overall effectiveness of the academic business unit. It is therefore important that any needed changes and improvements identified through the assessment process be based on the best possible data, and that assessment results accurately and reliably characterize the institution's business programs.

#### **Self-Study Guidelines for Documentation**

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

The site-visit team and the Board of Commissioners will (1) review the academic business unit's outcome assessment plan and (2) evaluate the extent to which it complies with IACBE requirements.

In the self-study:

1. Provide a copy of the academic business unit's business outcomes assessment plan that encompasses each business program included in the accreditation review. The assessment plan must be prepared using the template developed by the IACBE. (The academic business unit's business outcomes assessment plan should be placed in an appendix of the self-study.)
2. For each business program included in the accreditation review, demonstrate that the intended student learning outcomes for the program are aligned and consistent with:
  - a. The career path and the roles and responsibilities for which the program is designed to prepare students;
  - b. The mission and broad-based goals of the academic business unit.
3. Describe the process employed by the academic business unit for the development, periodic review, and renewal of its outcomes assessment plan. Explain the ways in which the business faculty are involved and participate in the process.

## **2.2: Assessment of Student Learning and Operational Effectiveness**

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

### **Evaluation Criteria**

To demonstrate high levels of overall performance and academic quality in its business programs, the academic business unit must fully implement a process of outcomes assessment. Compliance with each of the remaining business accreditation principles is evaluated in terms of the degree to which the resource or process contributes to producing measurable results or outcome as determined through the outcomes assessment process.

### **Self-Study Guidelines for Documentation**

The site-visit team and the Board of Commissioners will (1) review the results from the academic business unit's outcomes assessment plan and (2) evaluate the extent that its mission and broad-based goals, intended student learning outcomes, and intended operational outcomes are being achieved.

In the self-study:

1. For each business program included in the accreditation review, provide Table 2-1: Student Learning Assessment Results for each program included in the outcomes assessment plan. These results must include the following information:
  - a. Results from the implementation of the direct measures of student learning as identified in the academic business unit's outcomes assessment plan
  - b. Results from the implementation of the indirect measures of student learning as identified in the academic business unit's outcomes assessment plan
  - c. An indication of whether students achieved each of the intended learning outcomes as determined by the performance objectives (targets/criteria for the assessment measures) identified by the academic business unit in its outcomes assessment plan

This information must be presented using the table template provided in these guidelines.

2. Provide Table 2-2: Operational Assessment Results. These results must include the following information:
  - a. Results from the implementation of the operational assessment measures identified in the academic business unit's outcomes assessment plan
  - b. An indication of whether each of the intended operational outcomes was achieved as determined by the performance objectives (targets/criteria for the assessment measures) identified by the academic business unit in its outcomes assessment plan

This information must be presented using the table template provided in these guidelines.

3. Based on the assessment results reported in items 1 and 2 above, provide a narrative appraisal of the extent to which the academic business unit is achieving its mission and broad-based goals.

**Table 2-1: Student Learning Assessment Results**  
(indicate program level – Associate, Bachelor’s, master’s, or Doctoral)

Insert Program Name Here									
<b>a. Summary of Results from Implementing Direct Measures of Student Learning:</b>									
1.	Insert Direct Measure 1 here Summary of Results for Direct Measure 1								
2.	Summary of Results for Direct Measure 2								
3.	Summary of Results for Direct Measure 3								
4.	Summary of Results for Direct Measure 4								
<b>b. Summary of Results from Implementing Indirect Measures of Student Learning:</b>									
1.	Summary of Results for Indirect Measure 1								
2.	Summary of Results for Indirect Measure 2								
3.	Summary of Results for Indirect Measure 3								
4.	Summary of Results for Indirect Measure 4								
<b>c. Summary of Achievement of Intended Student Learning Outcomes:</b>									
Intended Student Learning Outcomes (ISLOs)		Learning Assessment Measures							
		Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs		Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
		Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...
1.	Insert Program Learning Outcome 1 here								
2.	Program Learning Outcome 2								
3.	Program Learning Outcome 3								
4.	Program Learning Outcome 4								
5.	Program Learning Outcome 5								

**Table 2-2: Operational Assessment Results**

a. Summary of Results from Implementing Operational Assessment Measures/Methods:									
1.	Summary of Results for Measure/Method 1								
2.	Summary of Results for Measure/Method 2								
3.	Summary of Results for Measure/Method 3								
4.	Summary of Results for Measure/Method 4								
5.	Summary of Results for Measure/Method 5								
6.	Summary of Results for Measure/Method 6								
7.	Summary of Results for Measure/Method 7								
8.	Summary of Results for Measure/Method 8								
b. Summary of Achievement of Intended Operational Outcomes:									
Intended Operational Outcomes		Operational Assessment Measures/Methods							
		Operational Assessment Measure/ Method 1	Operational Assessment Measure/ Method 2	Operational Assessment Measure/ Method 3	Operational Assessment Measure/ Method 4	Operational Assessment Measure/ Method 5	Operational Assessment Measure/ Method 6	Operational Assessment Measure/ Method 7	Operational Assessment Measure/ Method 8
		Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...
1.	Intended Operational Outcome 1								
2.	Intended Operational Outcome 2								
3.	Intended Operational Outcome 3								
4.	Intended Operational Outcome 4								
5.	Intended Operational Outcome 5								
6.	Intended Operational Outcome 6								
7.	Intended Operational Outcome 7								
8.	Intended Operational Outcome 8								

## **2.3: Continuous Quality Improvement**

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

### **Evaluation Criteria**

To demonstrate high levels of overall performance and the advancement of academic quality in its business programs and operations, the academic business unit must provide evidence that it is using the results of outcomes assessment for continuous improvement. Since this requires that changes and improvements that are identified as result of the outcomes assessment process be incorporated into the planning process for the future, the academic business unit must provide for the linkage of its outcomes assessment and strategic planning processes.

### **Self-Study Guidelines for Documentation**

The site-visit team and the Board of Commissioners will (1) review the academic business unit's process of continuous improvement and (2) evaluate the extent to which the academic business unit is using the results of its outcomes assessment process for improvement in its business programs and operational effectiveness.

In the self-study:

1. Provide Table 2-3: Summary of Changes, Actions and Outcomes. The information in this table should identify the changes and improvements that were needed, action plans that were developed, desired or realized results, and additional action required based on the analysis of the results from implementing the academic business unit's outcomes assessment plan.
2. 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 linked to the institutional budgeting process.



**Table 2-3: Summary of Changes, Actions, and Outcomes**

Change or Improvement Needed		Action Required and Timeline	Desired/Realized Outcomes	Additional Action Required
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

## **2.4: Summary Reflection on Quality Assessment and Advancement**

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

### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

### **Self-Study Guidelines for Documentation**

In the self-study:

Provide a summary reflection on the academic business unit's quality assessment and advancement processes. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its quality assessment and advancement processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's processes for assessing and advancing academic quality in its programs and operations.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

## **Principle 3: Strategic Planning**

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

### **3.1 Strategic Planning**

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

#### **Evaluation Criteria**

While the IACBE does not prescribe a specific approach to strategic planning, the academic business unit's strategic planning process should exhibit the following characteristics:

- ☐ The strategic planning process is driven by a clear and appropriate mission that is consistent with the missions of any academic business unit and institution of which it is a part and that provides overall strategic direction for the unit.
- ☐ The academic business unit articulates goals that clearly specify the broad expected results the unit desires to achieve through its various activities and that are consistent with and flow from its mission.
- ☐ The academic business unit develops forward-looking strategies that clearly describe the general ways in which the unit intends to accomplish its mission and goals.
- ☐ The strategic planning process fosters innovation and creativity in business education.
- ☐ The strategic planning process explicitly addresses business education and promotes quality advancement in its business programs and in its organizational performance.
- ☐ The strategic planning process focuses decision making on the resources needed to sustain change and improvement efforts in business education.
- ☐ The strategic planning process includes processes for developing action plans for continuous improvement in the academic business unit's activities and operations. These plans outline the human, financial, physical, and technological resources needed to implement the actions, the individuals who are responsible for carrying out the actions, and the timeline for executing the actions.
- ☐ The strategic planning process of the academic business unit includes methods for tracking the progress of action plans and monitoring the extent to which the mission and goals of the academic business unit are being achieved. These methods include the process of outcomes assessment.
- ☐ The strategic planning process of the academic business unit should be connected to the institutional budgeting process.

- ❑ The strategic planning process of the academic business unit involves multiple stakeholders of the unit and includes processes for the periodic review and renewal of its mission, goals, and strategies.

### **Self-Study Guidelines for Documentation**

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

In the self-study:

1. Explain the ways in which the mission of the academic business unit is aligned with and contributes to the mission of the institution.
2. Demonstrate that the mission of the academic business unit is transparent to all of its stakeholders.
3. Demonstrate that the academic business unit formulates goals that are aligned with, map to relevant aspects of, and are instrumental to the accomplishment of the unit's mission.
4. Describe the processes employed by the academic business unit for developing strategies for advancing its overall organizational effectiveness, and demonstrate that the strategies are aligned with its mission and goals.
5. Explain the ways in which the mission, goals, and strategies of the academic business unit direct its efforts at innovation and creativity in business education.
6. Explain the ways in which the mission, goals, and strategies of the academic business unit clearly focus its educational activities on business education and foster continuous quality improvement in its business programs and its operational and functional performance.
7. Demonstrate that the mission, goals, and strategies of the academic business unit explicitly address the human, financial, physical, and technological resource needs to sustain its continuous improvement and innovation efforts in business education and to support its ongoing functional operations.
8. Describe the processes used by the academic business unit for developing action plans for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements resulting from the implementation of the strategic plan.
9. Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its mission and goals.
10. If applicable, describe the ways in which the academic business unit's strategic planning process is linked to the institutional budgeting process.
11. Describe the process employed by the academic business unit for the periodic review and renewal of its mission, goals, and strategies, and explain the ways in which various stakeholders of the unit (e.g., faculty, staff, students, external groups/individuals, etc.) are involved and participate in the process.
12. Provide copies of the documents that are used in the academic business unit's strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, balanced scorecards, minutes of planning meetings, or other documents used in the planning process; these should be placed in an appendix of the self-study).

### **3.2 Summary Reflection on Strategic Planning**

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

#### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

#### **Self-Study Guidelines for Documentation**

In the self-study:

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

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's strategic planning process.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

## **Principle 4: Business Curricula and Learning Opportunities**

Business professionals must possess the necessary technical knowledge, competencies, and skills to fulfill the responsibilities associated with the critical positions of trust that they hold in business and society.

### **4.1 Business Program Development and Design**

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

#### **Evaluation Criteria**

Preparing students to be competent business professionals requires the academic business unit to have effective processes for curriculum management, including processes for the development and design of business program curricula that are current, relevant, and reflect the expectations of professionals in the academic and business communities.

The curricula in well-designed, high-quality business programs should recognize and consider the rapidly-changing environment of the business profession and should normally exhibit the following characteristics:

- ☐ The curricula in business programs provide learning opportunities for developing the knowledge, skills, abilities, and competencies that are required to facilitate student achievement of the intended learning outcomes in the programs.
- ☐ The curricula in business programs foster active student participation in learning through experiential and active learning activities, and encourage interactions between students and faculty and peer interactions between and among students.
- ☐ Business programs that are delivered through multiple formats, including on-ground, online, and hybrid delivery modes, are designed to ensure consistent quality regardless of the mode of delivery.
- ☐ The academic business unit integrates business research, especially practice-oriented research, into the curricula of its business programs.

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. Provide the curricular requirements for each business program included in the accreditation review.

This information should take the form of a curriculum sheet or a listing of all courses comprising each program.

If this information is included in the institution's catalog, bulletin, prospectus, marketing brochures, or other materials, provide the page numbers for the relevant sections. Alternatively, if this information is

provided on the academic business unit's or the institution's website, provide the URL address for the information.

2. For each business program included in the accreditation review:
  - a. Describe the term structure that constitutes an academic year for the program (e.g., fall and spring terms over two calendar years; three terms in a single calendar year; etc.). In this description, also specify the number of weeks comprising each academic term.
  - b. Provide Table 4-1: General Program Structure and Design. This table should provide (i) a listing of each business program included in the accreditation review, (ii) a specification of the normal time-to-completion of each program for a full-time student (in number of years), and (iii) the number of credits, contact hours, or other program metric units required for graduation for each program. This information must be presented by program level as shown in sample Table 4-1 in these guidelines.

In a footnote to the table, identify the metric that is used for reporting the figures in the "Degree Requirements" column of the table, i.e., whether the figures are expressed in terms of credits (i.e., Carnegie credit units; European Credit Transfer System, or ECTS, credits), contact hours, etc.

3. Describe the curriculum management processes used by the academic business unit for developing and designing its business programs, including the following aspects of the programs:
  - a. Program structure and organization
  - b. Curriculum content
  - c. Program-level intended student learning outcomes
  - d. Pedagogies
  - e. Delivery modes
4. Provide Table 4-2: Program Delivery Modes. This table should provide a listing of each business program included in the accreditation review, and an identification of the methods that the academic business unit employs to deliver each program. This information must be presented by program level as shown in sample Table 4-2 in these guidelines.
5. If the academic business unit offers online or hybrid programs:
  - a. Describe the kinds and amount of student activity and effort required in the online components of the programs.
  - b. Describe the kinds and amount of faculty activity and effort required in the online components of the programs.
  - c. Explain the ways in which the academic business unit ensures equivalent quality between these programs and more traditionally-delivered, fully on-ground programs.
  - d. Describe the process that the business unit uses to ensure that the individual completing the work in the course is the student who is registered and earning credit for the course.
6. For each business program included in the accreditation review, provide Table 4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs).

In the mapping table for each program, list the required courses comprising the program, and then, for each course, identify the intended student learning outcomes in the program to which the learning

opportunities in that course contribute. For example, if the learning opportunities in course #1 contribute to the development of the content knowledge, professional skills, or ethical and responsible decision-making abilities that are addressed in program intended student learning outcome #3, then list ISLO #3 in the appropriate row for course #1.

8. For each business program included in the accreditation review:
  - a. Describe the types of experiential and active learning activities that are integrated into the program's curriculum.
  - b. Describe the types of student-student and faculty-student interactions that are integrated into the program's curriculum.
9. For each business program included in the accreditation review, describe the extent to which business research, particularly research that is directed toward problems and issues facing practicing business professionals, is integrated into the courses and other learning opportunities comprising the program's curriculum.



**Table 4-1: General Program Structure and Design**

PROGRAM	NORMAL TIME-TO-COMPLETION	DEGREE REQUIREMENTS
<b>ASSOCIATE-LEVEL PROGRAMS</b>		
Associate of Applied Science in Business	X Years	XX Credits
<b>BACHELOR’S-LEVEL PROGRAMS</b>		
Bachelor of Business Administration with a Concentration in Marketing	X Years	XXX Credits
Bachelor of Science in Accountancy	X Years	XXX Credits
<b>MASTER’S-LEVEL PROGRAMS</b>		
Master of Business Administration with a Specialization in Marketing	X Years	XX Credits
Master of Public Accountancy	X Years	XX Credits
<b>DOCTORAL-LEVEL PROGRAMS</b>		
Ph.D. in Business	X Years	XX Credits

**Table 4-2: Program Delivery Modes**

PROGRAM	DELIVERY MODE		
	FULLY ON- GROUND	HYBRID	FULLY ONLINE
<b>ASSOCIATE-LEVEL PROGRAMS</b>			
Associate of Applied Science in Business	X		
<b>BACHELOR’S-LEVEL PROGRAMS</b>			
Bachelor of Business Administration with a Concentration in Marketing	X		X
Bachelor of Science in Accountancy	X		
<b>MASTER’S-LEVEL PROGRAMS</b>			
Master of Business Administration with a Specialization in Marketing		X	X
Master of Public Accountancy	X		
<b>DOCTORAL-LEVEL PROGRAMS</b>			
Ph.D. in Business	X	X	

**Table 4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs)**  
*(This table is used for Associate, Bachelor, Master's and Doctoral-Level Programs)*

PROGRAM NAME
<b>1. Required Course, Module, Subject #1</b>
Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: <i>List of ISLOs</i>
Key Learning Outcomes to which this course contributes: <i>List of KLOs</i>
<b>2. Required Course, Module, Subject #2</b>
Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: <i>List of ISLOs</i>
Key Learning Outcomes to which this course contributes: <i>List of KLOs</i>
<b>3. Required Course, Module, Subject #3</b>
Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: <i>List of ISLOs</i>
Key Learning Outcomes to which this course contributes: <i>List of KLOs</i>
<b>4. Required Course, Module, Subject #4</b>
Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: <i>List of ISLOs</i>
Key Learning Outcomes to which this course contributes: <i>List of KLOs</i>
<b>5. Required Course, Module, Subject #5</b>
Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: <i>List of ISLOs</i>
Key Learning Outcomes to which this course contributes: <i>List of KLOs</i>
<b>6. Required Course, Module, Subject #6</b>
Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: <i>List of ISLOs</i>
Key Learning Outcomes to which this course contributes: <i>List of KLOs</i>
<b>7. Required Course, Module, Subject #7</b>
Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: <i>List of ISLOs</i>
Key Learning Outcomes to which this course contributes: <i>List of KLOs</i>

Add additional rows as needed.

## **4.2 Curricula of Undergraduate-Level Business Programs**

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

### **Evaluation Criteria**

The following content areas comprise the technical knowledge component of the foundational body of knowledge in business. These content areas serve as a basis for building the competencies needed by current and future business graduates and as a framework for developing relevant and forward-looking curricula:

- A. Major concepts in functional areas of accounting, marketing, finance, and management (FUNCT)
- B. Legal, social, and economic environments of business (LSE)
- C. Global environment of business (GLOB)
- D. Ethical obligations and responsibilities of business (ETH)
- E. Decision-support tools in business decision making (DST)
- F. Effective oral and written forms of professional communication (COM)
- G. Analytic thinking to solve business problems (CT)
- H. Integrative Experience (INT), such as:
  - 1. Strategic Management/Business Policy
  - 2. Required Internship
  - 3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a simulation, project, comprehensive examination or course, etc.)

Consequently, the curricula in undergraduate-level business programs must incorporate learning opportunities in those foundational disciplinary areas that are appropriate to the career paths for which the programs are designed to prepare students.

Academic business units must ensure that the relevant content areas are covered in undergraduate-level business programs. Although it is not required that all of the foundational disciplinary areas will be covered or have equal coverage, it is expected that each business program at the undergraduate level will include learning opportunities in those content areas that are normally expected of that type of degree program and that are necessary for the particular career path for which the program is designed to prepare students. It is incumbent upon the academic business unit to provide appropriate rationale for any variations in coverage in this regard.

The academic business unit must ensure that syllabi for all required courses in each undergraduate-level business program included in the accreditation review are available for evaluation and review by the site-visit team.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. For each associate- and bachelor's-level business program included in the accreditation review:
  - a. Provide Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs.

This information must be presented using the table template provided in these guidelines.

In the table for each program, list the required courses comprising the program and identify the BTK areas covered in that course.

Use the following coverage level designations in completing the table:

**Introduces (I):** The course introduces concepts related to an BTK area. Learning opportunities focus on basic knowledge and skills in that BTK area. It may be the case that several courses in a curriculum introduce concepts related to a particular BTK area and lay the foundation for coverage in that area. It may also be the case that a given course may be designed to introduce concepts in several BTK areas.

**Reinforces (R):** The course strengthens, supports, and reinforces the development of the knowledge and skills in an BTK area further along in the curriculum. Foundational knowledge in the BTK area was previously introduced through other learning opportunities in the curriculum. As above, it may be the case that several courses in a curriculum reinforce concepts related to a BTK area and contribute to further coverage in that area. It may also be the case that a given course may be designed to reinforce concepts in several BTK areas.

**Emphasizes (E):** The course emphasizes concepts related to an BTK area and provides learning opportunities for integrating knowledge and skills in the area. Concepts in the BTK area had been previously introduced and reinforced through various learning opportunities in other courses in the curriculum. Again, it may be the case that several courses in a curriculum emphasize concepts related to a particular BTK area and provide learning opportunities for integrating knowledge and skills in that area. It may also be the case that a given course may be designed to emphasize concepts in several BTK areas.

Complete the table by entering an I, R, or E as appropriate. Please keep in mind that it is possible for a given cell in the table to include multiple coverage level designations, e.g., if a particular course introduces, reinforces, and emphasizes concepts related to a particular BTK area, then all three designations – I, R, and E – would appear in the relevant cell.

2. If your associate- or bachelor's-level business programs contain majors that require additional courses beyond those that are common to those areas, you may choose to obtain credit for BTK coverage in these courses by preparing a separate Table 4-4 for each major.
4. For any associate- or bachelor's-level business programs included in the accreditation review that do not cover the BTK content areas that are normally expected of those types of degree programs and that are necessary for the career paths for which the programs are designed to prepare students, provide a rationale for this variation in BTK coverage.
5. If your associate- or bachelor's-level business programs contain majors describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs.

The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas; etc.

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

**Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs**  
*(A separate table should be used for each Associate and Bachelor-level Program)*

<i>COURSE NAME</i>	<i>BTK AREAS</i>	A FUNCT	B LSE	C GLOB	D ETH	E DST	F COM	G CT	H INT

**Coverage Level Designations:**

I = BTK Area Introduced

R = BTK Area Reinforced

E = BTK Area Emphasized

### **4.3 Curricula of Master's-Level Business Programs**

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

#### **Evaluation Criteria**

In master's-level business programs, foundational knowledge, skills, and competencies in the relevant business technical knowledge component areas (as identified in Principle 4.2) is assumed. Master's-level business programs provide learning opportunities for the development of more advanced knowledge and higher-order skills in the business technical knowledge component areas than typical bachelor's-level programs. More specifically, these learning opportunities focus on:

- ☐ More intensive, in-depth, and specialized knowledge development in the business technical knowledge component areas;
- ☐ Cross-functional integration of knowledge spanning the business technical knowledge component areas;
- ☐ More advanced development of application, critical thinking, analytical, and problem-solving skills for the purposes of making reasoned judgments and sound decision making in business;
- ☐ More highly-developed communication and collaboration skills needed by effective business professionals;
- ☐ Enhanced development of the managerial, leadership, and strategic skills required of competent business professionals;
- ☐ The development of advanced abilities to apply current and emerging business information technologies for data analysis and management in support of business decision making;
- ☐ More advanced understanding of the professional, legal, and ethical responsibilities associated with the business profession.

For students entering master's-level business programs who have not completed an undergraduate degree in business and who do not have the foundational knowledge, skills, and competencies required for advanced study in business prior to enrolling in the programs, there must be some mechanism in place to develop this foundation and to prepare the students for the master's-level courses in those programs.

The academic business unit must ensure that syllabi for all required courses in each master's-level business program included in the accreditation review are available for evaluation and review by the site-visit team.

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. List the master's-level business programs included in the accreditation review (including each major contained within the programs), and provide a copy of the stated curricular requirements for these programs and/or the page numbers for the sections in the institution's catalog that describe these requirements. Also, identify the required number of course credit hours of graduate-level work beyond

the undergraduate CPC for each of these programs.

2. If your master's-level business programs contain majors describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs. The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.

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

3. Identify those master's-level courses that are not reserved exclusively for graduate students, and provide an explanation for these exceptions as applicable.
4. For students entering your master's-level business programs who have not completed an undergraduate degree in business and who do not have the foundational knowledge and skills required for advanced study in business prior to enrolling in the programs, describe the ways in which the academic business unit develops this foundation and prepares these students for the master's-level courses in those programs.

## **4.4 Curricula of Doctoral-Level Business Programs**

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

### **Evaluation Criteria**

The curricula in doctoral-level business programs must incorporate learning opportunities that are appropriate to the career paths for which the programs are designed to prepare students. It is incumbent upon the academic business unit to provide appropriate rationale for any variations in coverage in this regard.

Doctoral-level programs in business must be appropriate to the mission and broad-based goals of the academic business unit and must contribute to the development of doctoral students into individuals capable of contributing to the academy or professional practice. The curricula in doctoral-level programs in business must include scholarly and professional learning opportunities that are designed to develop more advanced knowledge and higher-order skills than typical master's-level programs. In particular, doctoral-level courses should be rigorous and challenging and should contribute to the development of advanced research skills; the acquisition of in-depth knowledge in areas of business specialization and their managerial and organizational contexts; and a sophisticated understanding of the importance of professional ethics, values, and integrity in support of business's broad societal and economic purposes.

The academic business unit must ensure that syllabi for all required courses in each doctoral-level business program included in the accreditation review are available for evaluation and review by the site-visit team.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe each doctoral-level business program included in the accreditation review. This description must address the following areas:
  - a. The type and name of the program;
  - b. Curricular requirements (i.e., the courses, modules, subjects, etc. comprising the program);
  - c. Residency requirements for the program.
2. For each doctoral-level business program included in the accreditation review, describe the ways in which the program contributes to the development of students into individuals capable of contributing to the academy or professional practice. Specifically, describe the elements or learning opportunities in the program in the following areas:
  - a. The ways in which students demonstrate advanced knowledge in areas of business specialization;
  - b. The ways in which advanced research skills are developed and whether those research skills are quantitative or qualitative/applied in nature;
  - c. The dissertation or other research component (e.g., several smaller research projects/papers) and whether the research topics focus on theoretical issues or practice-oriented problems;



- d. If applicable, the ways in which the program prepares students for teaching careers, including, but not limited to, the knowledge and skills associated with course and curriculum design, instructional technologies, and learning assessment;
  - e. The ways in which the program develops a sophisticated understanding of the importance of professional ethics, values, and integrity in support of business's broad societal and economic purposes.
3. If your doctoral-level business programs contain majors, describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs.

The methods for ensuring academic quality may include, but are not limited to, inclusion of the majors in the academic business unit's outcomes assessment plan; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas.

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

- 4. For each doctoral-level business program included in the accreditation review, demonstrate that the learning opportunities in the curriculum comprising the program are aligned and consistent with:
  - a. The career path and the roles and responsibilities for which the program is designed to prepare students;
  - b. The mission and broad-based goals of the academic business unit.
- 5. For any doctoral-level business programs included in the accreditation review that do not incorporate learning opportunities that are normally expected of those types of degree programs and that are necessary for the career paths for which the programs are designed to prepare students, provide a rationale for this variation in content.
- 6. For each doctoral-level business program included in the accreditation review, provide evidence of the extent of student success in:
  - a. Mastering the disciplinary knowledge in their areas of business specialization and the advanced research skills necessary for contributing to the theoretical or practical body of knowledge in business;
  - b. Completing their programs of study.
- 7. Provide Table 4-5: Student Doctoral Research.

This information must be presented using the table template provided in these guidelines.

In the table, (i) list all the students who completed their dissertations or other equivalent research projects/papers during the self-study year and the previous two years and (ii) identify the titles of their dissertations or research projects/papers.

Provide access to student dissertations for review.

**Table 4-5: Student Doctoral Research**

<b>SELF-STUDY YEAR</b>
<b>Title of Dissertation or Research Projects/Papers</b>
<i>Title</i>
<i>Title</i>
<i>Title</i>
<i>Title</i>
<i>Title (Add rows as needed for dissertations completed during the year.)</i>
<b>YEAR PRIOR TO SELF-STUDY YEAR</b>
<b>Title of Dissertation or Research Projects/Papers</b>
<i>Title</i>
<i>Title</i>
<i>Title</i>
<i>Title</i>
<i>Title (Add rows as needed for dissertations completed during the year.)</i>
<b>TWO YEARS PRIOR TO SELF-STUDY YEAR</b>
<b>Title of Dissertation or Research Projects/Papers</b>
<i>Title</i>
<i>Title</i>
<i>Title</i>
<i>Title</i>
<i>Title (Add rows as needed for dissertations completed during the year.)</i>

## **4.5 International Dimensions of Business**

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

### **Evaluation Criteria**

To prepare students to be competent business professionals in this continually evolving environment, academic business units must address the challenges and complexities associated with globalization and must be proactive in internationalizing the curricula of business programs.

In addition to providing curricular and co-curricular learning opportunities in international business issues and practices, academic business units must also be engaged in broader efforts to foster a global mind-set in their students, faculty, and administrators.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. For each business program included in the accreditation review, describe the ways in which the learning opportunities in the program prepare students to function effectively in the global business environment. This description should encompass:
  - a. Any majors that deal with international business issues and practices;
  - b. Any courses that deal with international business issues and practices;
  - c. Any other learning opportunities relating to the international dimensions of business that are integrated throughout the required courses comprising the program.
2. Provide the following information pertaining to the experiential learning and co-curricular programs relating to international business offered by the academic business unit:
  - a. A description of the experiential learning and co-curricular programs offered by the academic business unit (e.g., international internship programs or other international clinical experiences, study-abroad programs, international student and/or faculty exchange programs, short-term international study tours, etc.).
  - b. A description of the ways in which the experiential learning and co-curricular programs prepare students to function effectively in the global business environment.
  - c. The number of students and faculty involved in each experiential learning and co-curricular program for the past three years.
3. Describe the ways in which the academic business unit fosters a global mind-set in its students, faculty, and administrators. This description should include an explanation of the ways in which the academic business unit prepares students to deal with cultural and ethnic diversity and to work effectively with diverse colleagues and clients.

## **4.6 Information Technology Skills**

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

### **Evaluation Criteria**

To ensure currency and relevance of business curricula, to ensure that students acquire the necessary professional competencies and skills, and to prepare students to be competent and successful business professionals, the academic business unit should integrate current and emerging business information technologies for data analysis and management into its program curricula.

The curricula in business programs should incorporate learning opportunities for developing student skills in using information technologies for data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. For each business program included in the accreditation review (including majors contained within the program), describe the extent to which current and emerging information technologies for data analysis and management are integrated into the curriculum of the program.
2. For each business program included in the accreditation review (including majors contained within the program), describe the student learning opportunities that are incorporated into the program's curriculum for the purpose of developing the necessary knowledge and skills in data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable business information for decision making.

## **4.7 Curriculum Review, Renewal, and Improvement**

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

### **Evaluation Criteria**

Faculty in the academic business unit must participate in the continuous review and renewal of the curricula of the unit's business programs, and should recommend changes and improvements as deemed appropriate. It is essential that the assessment of student learning outcomes be used in this review and renewal process.

In addition, the academic business unit should seek regular input from stakeholders, including alumni, employers of graduates, and other professionals in the business community, in order to obtain information with which to assess the success of its business programs in meeting the needs of students and the demands of employers. The results of these reviews and assessments should be used to determine whether changes and improvements are needed in the academic business unit's programs.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the following curriculum management processes employed by the academic business unit:
  - a. The process for the continuous evaluation of the curricula in the business programs offered by the academic business unit;
  - b. The ways in which outcomes assessment supports curriculum review, renewal, and improvement in the academic business unit;
  - c. The process for changing program curricula or developing a new business program for the academic business unit.
2. Document the involvement of the faculty in the academic business unit in the periodic review, renewal, and improvement of business programs and curricula.
3. Describe the ways in which alumni, employers of graduates, and other professionals in the business community are involved in the periodic review, renewal, and improvement of business programs and curricula.
4. Provide evidence of recent curricular revisions and/or new business programs that have resulted from the academic business unit's curriculum management/development/improvement processes.

#### **4.8: Summary Reflection on Business Curricula and Learning Opportunities**

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

##### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

##### **Self-Study Guidelines for Documentation**

In the self-study:

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

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its curricula, curricula-related processes, and program learning opportunities in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's curricula, curricula-related processes, and program learning opportunities.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

## **Principle 5: Business Faculty Characteristics, Activities, and Processes**

Academic business units must (i) ensure that their business programs are supported by qualified and competent faculty, (ii) have effective methods for recruiting faculty, (iii) ensure that their faculty are engaged in appropriate and ongoing scholarly and professional activities, (iv) evaluate faculty based on defined criteria, (v) provide support for the professional development of their faculty, and (vi) foster an academic climate conducive to excellence in teaching and learning.

### **5.1: Qualifications of Business Faculty**

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

#### **Evaluation Criteria**

To ensure high-quality teaching and to maximize the likelihood of achieving intended learning outcomes and other educational and operational elements of its mission, the academic business unit must utilize and deploy highly-qualified faculty.

Compliance with this principle requires appropriate academic preparation for faculty, including, but not limited to, holding relevant graduate degrees in business.

The graduate degrees used to establish faculty qualifications must be earned degrees awarded by institutions having nationally-recognized institutional accreditation, or the authorization to award degrees or recognition from an appropriate accrediting, governing, or legal body. In the case of doctoral degrees, non-traditional executive or professional doctorates and D.M. degrees, as well as traditional Ph.D. and D.B.A. degrees, are also considered in evaluating the qualification status of business faculty members.

The IACBE recognizes three levels of qualification:

- ☐ Academically Qualified
- ☐ Professionally Qualified
- ☐ Other

Detailed definitions for each level can be found in the Definitions section at the end of this manual.

Academic business units must have established policies and criteria for determining the qualification status of business faculty that are consistent with the mission and broad-based goals. These policies and criteria should specify requirements for the initial academic preparation and professional experience of business faculty members and for their ongoing scholarly and professional activity.

In addition, academic business units must have complete transcripts of all graduate work completed by each business faculty member readily available for review by the site-visit team.

#### **Self-Study Guidelines for Documentation**

All full-time, part-time, and adjunct business faculty members who teach business courses offered by the academic business unit must be considered in responding to this principle. Full-time business faculty includes regular full-time business faculty, full-time visiting professors in business, and full-time business faculty with administrative loads, such as deans, and department and division chairs. Part-time business faculty includes adjunct faculty, administrative personnel, staff, and full-time faculty from other academic units in the institution who, on a part-time basis, teach business courses offered by the academic business unit.

In the self-study:

1. Provide a current curriculum vita for each full-time and part-time business faculty member who teaches business courses offered by the academic business unit (these should be placed in an appendix of the self-study).
2. Describe and document the academic business unit's policies and criteria for determining the qualification status of business faculty. This description must address the following areas:
  - a. Initial academic preparation (i.e., degrees) required of faculty at the time of hiring
  - b. Professional experience required of faculty at the time of hiring
  - c. The types and amounts of ongoing scholarly activity required of faculty to maintain their qualification status
  - d. The types and amounts of sustained professional engagements required of faculty to maintain their qualification status
3. Describe the extent to which the academic business unit integrates practice-oriented faculty into its programs and activities. This description should address the integration of practice-oriented faculty into the following areas:
  - a. Teaching
  - b. Research
  - c. Administration
  - d. Curriculum development and management
  - e. Learning assessment
4. Provide a credentials portfolio, a credentials summary, and a qualification justification for all business faculty members for whom, in addition to their degrees, a combination of graduate course work, professional experience, ongoing scholarly and professional activities, and teaching experience is used to establish their qualification status. A credentials portfolio, a credentials summary, and a qualification justification must also be provided for any business faculty member who does not hold at least a master's equivalent post-graduate degree. (These should be placed in an appendix of the self-study.)

A credentials portfolio consists of:

- ☐ A current curriculum vita;
- ☐ Transcripts of all graduate work;
- ☐ A description of the faculty member's teaching and professional experience;
- ☐ A listing of the scholarly and professional activities in which the faculty member has been engaged during the past five years.

Forms for a credentials summary and a qualification justification are provided in Appendices B and C of this manual.



5. Provide Table 5-1: Business Faculty Qualifications.

All business faculty who teach business courses offered by the academic business unit must be included in the table, with full- and part-time faculty members listed separately and in alphabetical order by surname.

If a faculty member's highest-earned degree is in a field outside of business (e.g., Ed. D, JD, etc.), but holds a business degree (e.g., Master of Science in Accountancy, MBA, etc.), list the business degree along with the out-of-field degree in the "Highest Degree" column of the table.

In cases where a faculty member teaches at more than one program level (i.e., undergraduate-, master's, doctoral-level) and/or in more than one 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 under the heading "Level of Qualification."

Use the following qualification level designations in completing the "Level of Qualification" column:

**AQ:** Academically-Qualified

**PQ:** Professionally-Qualified

**O:** Other Qualification Level

**Table 5-1: Business Faculty Qualifications**

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION
		TYPE	FIELD				
FULL-TIME BUSINESS FACULTY							
Faculty Member #1	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #2	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #3	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #4	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #5	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #6	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
PART-TIME BUSINESS FACULTY							
Faculty Member #1	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3
Faculty Member #2	Year	Degree	Field	Certification	Teaching Discipline #1 Teaching Discipline #2 Teaching Discipline #3	Program Level #1 Program Level #2 Program Level #3	Qual. Level #1 Qual. Level #2 Qual. Level #3

## **5.2: Deployment of Business Faculty**

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

### **Evaluation Criteria**

To provide high-quality learning opportunities for students, to ensure consistent quality across business programs, program levels, and locations at which the programs are offered, and to maximize the likelihood of achieving intended learning outcomes, the business programs offered by the academic business unit must be properly supported by appropriately-qualified faculty. Therefore, business faculty members must be deployed across programs and locations to give all students in each program and at each location reasonable access to instruction from doctorally-qualified and professionally-qualified faculty.

Furthermore, for each undergraduate- and graduate-level business program (including majors contained within the program), there must be at least one full-time faculty member who is doctorally-qualified or professionally-qualified for teaching at the appropriate program level, who teaches in that field of study, and who provides coordination and leadership for that program. If an individual faculty member is doctorally-qualified or professionally-qualified in more than one discipline, it is possible for the faculty member to teach in more than one major and still comply with this principle.

All faculty who teach in and provide coordination and leadership for doctoral-level business programs (including majors contained within the programs) must be doctorally-qualified.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Provide Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level.

This information must be presented using the table template provided in these guidelines.

The table must account for the teaching contribution of all full-time, part-time, and adjunct business faculty members who taught business courses offered by the academic business unit during the self-study year.

In the table, the following qualification level designations are used:

**AQ:** Doctorally-Qualified

**PQ:** Professionally-Qualified

**O:** Other Qualification Level

In reporting teaching contribution, use one of the following teaching contribution metrics:

#### **❑ Student Credit Hours**

For a given class, 'student credit hours' (SCH) are defined as follows:  $SCH = (\text{value of the class in credit hours}) \times (\text{number of students in the class})$ . For example, if a faculty member taught a class worth 3 credit hours during a given academic term and had 20 students in the class, then the faculty member taught  $3 \times 20 = 60$  student credit hours in that class.

Alternatively, if the academic business unit uses the European Credit Transfer System (ECTS), 'student credit hours' would be defined as follows:  $SCH = (\text{value of the class in ECTS credits}) \times$

(number of students in the class). For example, if a faculty member taught a class worth 8 ECTS credits during a given academic term and had 20 students in the class, then the faculty member taught  $8 \times 20 = 160$  student credit hours in that class.

❑ **Student Contact Hours**

If the academic business unit does not use a credit-hour system, but instead employs a system based on contact hours, then SCH should be interpreted as 'student contact hours' and would be defined as follows:  $SCH = (\text{number of contact hours in the class}) \times (\text{number of students in the class})$ . For example, if a faculty member taught a class over a 45-contact-hour academic term and had 20 students in the class, then the faculty member taught  $45 \times 20 = 900$  student contact hours in that class.

In order to determine the student credit hour or contact hour production of the business faculty during the self-study year:

- ❑ Aggregate student credit hours or contact hours over all business faculty members who taught during the self-study year, and enter the figures in the appropriate qualification-level/program-level cells in the appropriate location sections of the table.

2. Provide Table 5-3: Summary of Student Credit/Contact Hour Production by Location.

This information must be presented using the table template provided in these guidelines.

The table must list each campus, educational location, and instructional site at which the business programs are offered, and include figures for the number of student credit hours or contact hours taught at each location, along with the percentage of the total number of student credit hours or contact hours taught at each location.

If 25 percent or more of the academic business unit's total student credit hours or contact hours are generated at a location, the site-visit team will visit that location. If no single location accounts for 25 percent or more of the total student credit hours or contact hours, but 40 percent or more of the academic business unit's total student credit hours or contact hours are taught across multiple locations, the site-visit team will visit at least one of those locations.

3. Provide the following program coverage information:

a. Table 5-4: Business Program Coverage by Qualified Faculty.

This information must be presented using the table template provided in these guidelines.

The table must list all associate-, bachelor's-, and master's-level business programs (including majors contained within the programs) for which the academic business unit is seeking accreditation. For each program listed in the table, the academic business unit must identify at least one full-time faculty member or one regular part-time faculty member who is employed on a permanent, regular, or ongoing basis who is doctorally- or professionally-qualified for who teaches in and provides oversight for that program.

- b. For any doctoral-level program included in the accreditation review that does not have 100% program coverage by faculty who are doctorally-qualified for teaching at the doctoral level, provide an explanation for this variation in required program coverage.

4. Describe the extent to which the academic business unit's deployment of business faculty ensures consistent quality across programs, program levels, and locations at which the programs are offered.

**Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level**

QUALIFICATION LEVEL  PROGRAM LEVEL	AQ	AQ-%	PQ	PQ-%	OQL	OQL-%	TOTAL SCH
	SCH	%	SCH	%	%	SCH	
Totals Across All Campuses, Educational Locations, and Instructional Sites							
UNDERGRADUATE LEVEL							
MASTER'S LEVEL							
DOCTORAL LEVEL							
TOTALS							

**Table 5-3: Summary of Student Credit/Contact Hour Production by Location**

CAMPUS, EDUCATIONAL LOCATION, INSTRUCTIONAL SITE	STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT AT THIS LOCATION	PERCENTAGE OF THE TOTAL NUMBER OF STUDENT CREDIT/CONTACT HOURS TAUGHT AT THIS LOCATION
Location #1		
Location #2		
Location #3		
TOTAL		

**Table 5-4: Business Program Coverage by Qualified Faculty**

BUSINESS PROGRAM	FACULTY MEMBER	QUALIFICATION LEVEL
<b>ASSOCIATE-LEVEL PROGRAMS</b>		
<i>Program #1</i>		
<i>Program #2</i>		
<i>Program #3</i>		
<i>Program #4</i>		
<i>Program #5</i>		
<b>BACHELOR'S-LEVEL PROGRAMS</b>		
<i>Program #1</i>		
<i>Program #2</i>		
<i>Program #3</i>		
<i>Program #4</i>		
<i>Program #5</i>		
<b>MASTER'S-LEVEL PROGRAMS</b>		
<i>Program #1</i>		
<i>Program #2</i>		
<i>Program #3</i>		
<i>Program #4</i>		
<i>Program #5</i>		

### **5.3: Scholarly and Professional Activities of Business Faculty**

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

#### **Evaluation Criteria**

Excellence in business education requires business faculty members to be engaged with the academic and professional business and business communities in ways that benefit students, the faculty member, the institution, and the community. It is expected that academic business units will encourage, foster, and support scholarly activities and academic research that focus on relevant practice issues.

A summary listing of the various types of scholarly and professional activity is provided below, a detailed description of each type is provided in the definitions section at the end of this manual.

SUMMARY LISTING OF TYPES OF SCHOLARLY AND PROFESSIONAL ACTIVITIES	
Scholarship of Teaching (SOT)	Scholarship of Discovery (SOD)
<input type="checkbox"/> Published Articles/Manuscripts/Books	<input type="checkbox"/> Published Articles/Manuscripts/Books
<input type="checkbox"/> Unpublished Articles/Manuscripts/Books	<input type="checkbox"/> Unpublished Articles/Manuscripts/Books
<input type="checkbox"/> Published Cases with Instructional Materials	<input type="checkbox"/> Papers Presented
<input type="checkbox"/> Unpublished Cases with Instructional Materials	<input type="checkbox"/> Session Chair
<input type="checkbox"/> Presentations at Conferences/Workshops	<input type="checkbox"/> Paper Discussant
<input type="checkbox"/> Conference/Workshop/Meeting Attendance	<input type="checkbox"/> Dissertation/Thesis
<input type="checkbox"/> Curriculum Review/Revision	<input type="checkbox"/> Faculty Research Seminars
<input type="checkbox"/> New Courses/Curricula	<input type="checkbox"/> Book Reviews
<input type="checkbox"/> New Teaching Materials	
<input type="checkbox"/> Instructional Software Development	
<input type="checkbox"/> New Instructional Methods	
<input type="checkbox"/> New Teaching/Learning Assessment Tools	
<input type="checkbox"/> Evaluations of Teaching Materials	
Scholarship of Integration (SOI)	Scholarship of Application (SOA)
<input type="checkbox"/> Published Articles/Manuscripts/Books	<input type="checkbox"/> Published Articles/Manuscripts/Books
<input type="checkbox"/> Unpublished Articles/Manuscripts/Books	<input type="checkbox"/> Unpublished Articles/Manuscripts/Books
<input type="checkbox"/> Presentations at Conferences/Workshops	<input type="checkbox"/> Presentations at Conferences/Workshops
	<input type="checkbox"/> Consultation
	<input type="checkbox"/> Contract Research
	<input type="checkbox"/> Technical Assistance
	<input type="checkbox"/> Policy Analysis
	<input type="checkbox"/> Program Evaluation

☐ Conference/Workshop Attendance

☐ Articles/Monographs on Contributions to Practice

☐ Professional Meeting Attendance

☐ Articles in Trade Publications

☐ New Courses/Curricula

### Professional Activities (PA)

☐ Routine Consulting

☐ Conference/Workshop Attendance

☐ Professionally-Related Service

☐ Professional Meeting Attendance

☐ Officer of Professional Organization

☐ Professional Membership

The amount and types of intellectual endeavors of business faculty should be consistent with the mission and broad-based goals of the academic business unit and the level of programs offered.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Provide Table 5-5: Summary of Scholarly and Professional Activities of Full-Time Business Faculty.

In the table, summarize the scholarly and professional activities of all full-time business faculty members for the self-study year and the previous four years. Institutions and academic business units that employ no full-time faculty and instead rely on part-time or adjunct faculty for program delivery may provide this summary for part-time or adjunct faculty members who are employed on a permanent, ongoing, or regular basis to comply with this principle. The scholarly and professional activities for each year must be presented in a separate row in the table.

For each year listed in the table, report the total number of activities in each area in which the full-time faculty were engaged in that year, and the percentage of the full-time faculty who were engaged in each area in that year. Use the activities as identified in the "Summary Listing of Types of Scholarly and Professional Activities" provided above. Do not list individual faculty members or their specific activities; simply report the total number of such activities in each area aggregated over all faculty.

Ensure that all activities summarized in the table are identified in the curriculum vitae of full-time faculty members. Supporting evidence for scholarly and professional activities should be readily available for review by the site-visit team.

2. Demonstrate that the scholarly and professional activities of the business faculty are related to their teaching and/or research disciplines and that business faculty members are current in their fields.
3. Provide qualitative descriptions and/or data from quantitative measures demonstrating the quality of the scholarly and professional activities of business faculty. The academic business unit may employ its own metrics of quality in providing this evidence.
4. Describe the extent to which the scholarly and research activities of business faculty are practice-oriented.
5. Demonstrate that the types and amounts of scholarly and professional activities of business faculty are consistent with and contribute to the mission and broad-based goals of the academic business unit.



**Table 5-5: Summary of Scholarly and Professional Activities of Faculty Teaching in the Programs Included in the Self-Study**

SCHOLARLY AND PROFESSIONAL ACTIVITIES (LAST FIVE YEARS)										
YEAR	SCHOLARSHIP OF TEACHING (SOT)		SCHOLARSHIP OF DISCOVERY (SOD)		SCHOLARSHIP OF APPLICATION (SOA)		SCHOLARSHIP OF INTEGRATION (SOI)		PROFESSIONAL ACTIVITIES (PA)	
	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOT	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOD	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOA	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN SOI	NUMBER OF ACTIVITIES	PERCENTAGE OF FACULTY ENGAGED IN PA
SS Year	55	89%	12	10%	24	22%	4	3%	45	100%
Year Prior to SS Year	64	96%	0	0%	0	0%	1	1%	39	100%
Two-Years Prior to SS Year	23	35%	11	8%	13	10%	0	0%	41	100%

\* all numbers are provided as examples

## **5.4: Professional Development of Business Faculty**

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

### **Evaluation Criteria**

To develop and sustain current and relevant business curricula and to provide significant and effective learning opportunities for students, business faculty members must be current in their teaching disciplines, must be intellectually engaged with the academic and business communities, and must seek continuous improvement as academic and business professionals.

The institution and the academic business unit should encourage, support, and reward appropriate professional development activities that are consistent with the mission and broad-based goals of the academic business unit. These development activities may be fostered through research grants, sabbaticals, leaves-of-absence, financial support for travel to professional conferences and meetings, and appropriate assistance for research projects.

The institution should have appropriate policies relating to all aspects of the professional development of faculty.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Explain the ways in which the institution and the academic business unit foster and reward the professional development activities of business faculty.
2. Demonstrate the effectiveness of the professional development activities of the business faculty by providing examples of the results of their implementation within the academic business unit.

In documenting effectiveness, the academic business unit must provide examples of the outcomes or benefits resulting from the professional development activities of business faculty. In other words, the academic business unit must describe the various ways in which the institution, the academic business unit, and/or students have benefited from the faculty's professional development activities (e.g., improvements in curricula; improvements in pedagogy and teaching methods; the development of new and innovative programs; the establishment of new co-curricular or experiential learning opportunities; new research or consulting projects; the development of new or improved teaching materials; etc.).

3. Demonstrate that the professional development activities of the business faculty are consistent with the mission and broad-based goals of the academic business unit.
4. Identify the documents that contain the institutional and/or academic business unit's policies relating to the professional development of faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study).

## **5.5: Evaluation of Business Faculty**

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

### **Evaluation Criteria**

Human resource decisions in the academic business unit should be based on faculty contributions to teaching, scholarly activity, and service that are consistent with the unit's mission and broad-based goals. The process used for faculty evaluation should be within the jurisdiction of the academic business unit, and should include a combination of student-, peer-, supervisor-, and self-evaluations of faculty. The results of faculty evaluations should be shared with the individual faculty members who are being evaluated, and when there are disagreements regarding the results of faculty evaluations, the evaluation system should provide an opportunity for faculty members to appeal.

The faculty evaluation process for faculty members who teach in graduate-level programs should recognize that graduate teaching differs substantially from undergraduate teaching, and that the expectations of graduate-level faculty exceed those of faculty teaching only at the undergraduate level.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the process employed by the institution and the academic business unit for the performance review and evaluation of business faculty. If the process is not under the control of the academic business unit, provide a rationale for this.
2. Demonstrate that the quality of teaching and student learning outcomes is a central component of the faculty evaluation process and explain the ways in which the process measures teaching and learning effectiveness.
3. Demonstrate that the distribution of business faculty contributions in the various performance areas included in the evaluation process is consistent with the mission and broad-based goals of the academic business unit.
4. Identify the documents that contain the institutional and/or academic business unit's policies relating to the evaluation of business faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study). These documents may be faculty handbooks, general employee manuals, individual faculty contracts, faculty union agreements, or other documents.
5. Provide blank copies of the instruments that are used in the faculty evaluation process (these should be placed in an appendix of the self-study).
6. Provide evidence that the faculty evaluation process is being carried out as described in item 4.

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

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

### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

### **Self-Study Guidelines for Documentation**

In the self-study:

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

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's faculty characteristics and activities and its faculty-related processes.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

## **Principle 6: Student Policies, Procedures, and Processes**

Excellence in business education requires clear and effective student policies, procedures, and processes including (i) admissions policies and procedures that ensure that students who are admitted to the institution's business programs have a reasonable chance of success in the programs to which they have been admitted, (ii) policies and procedures that govern the academic performance of students and the successful progression of students through the programs, and (iii) processes for supporting the career development of business students.

### **6.1: Admissions Policies and Procedures**

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

#### **Evaluation Criteria**

The policies and procedures for the admission of students to the institution's business programs must be published, transparent to the academic business unit's internal and external stakeholders, and applied in a consistent and equitable manner.

The admissions policies and standards for business programs at all degree levels should be appropriate to the types of programs offered and designed to ensure that students have a reasonable chance to succeed in the programs to which they have been admitted. If exceptions are made to these admissions policies and procedures, it is incumbent upon the academic business unit to provide a rationale and to justify its case for the exceptions.

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the admissions policies and procedures for each of the business programs included in the accreditation review.
2. For each of the business programs included in the accreditation review, demonstrate that the admissions policies and procedures for the program are published, transparent to the public, and consistent with the type of program.
3. For each of the graduate-level business programs included in the accreditation review, demonstrate that the admissions policies or standards for the program require that students have or will have completed an appropriate bachelor's-level degree, diploma, or other equivalent credential prior to admission to the program.
4. For each of the business programs included in the accreditation review, explain the ways in which the admissions policies and procedures for the program attempt to ensure that students admitted to the program have a reasonable chance to succeed.
5. Describe the ways in which the institution and/or the academic business unit evaluates and documents any transfer credits, courses, modules, etc. that are accepted from other institutions and applied toward satisfying requirements in the business programs.

6. Demonstrate that the policies and procedures governing transfer work ensure that the credits, courses, modules, etc. that are accepted from other institutions are comparable in quality to those comprising the academic business unit's own business programs.
7. Provide evidence that the policies governing the acceptance of transfer work for credit in business programs require that the transfer credits/courses/modules/etc. must come from institutions that have appropriate nationally-recognized institutional accreditation or equivalent recognition, approvals, or legal authorizations to award degrees from an appropriate governing or legal body.
8. Demonstrate that the policies and procedures governing the acceptance of transfer work for credit in business programs are published and transparent to the public.
9. Describe the ways in which the institution and/or the academic business unit evaluates and documents any academic credit that is granted for work or life experience and/or other prior non-academic learning and applied toward satisfying requirements in business programs.
10. Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs ensure that the learning resulting from these experiences is comparable in quality to the learning experiences provided in the academic business unit's own business programs.
11. Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs are published and transparent to the public.
12. For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the admissions policies for the program during the self-study year, and provide a rationale and justification for these exceptions.

## **6.2: Academic Policies and Procedures**

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

### **Evaluation Criteria**

The policies and procedures relating to student academic performance and progression toward degree completion must be published, transparent to the academic business unit's internal and external stakeholders, and must be applied in a consistent and equitable manner.

Institutions and/or their academic business units should have academic policies and procedures that address the following areas:

- ☐ The academic performance of students;
- ☐ The satisfactory academic progress of students toward completion of degree programs;
- ☐ The identification of retention issues and at-risk students;
- ☐ The provision of academic counseling and support services when needed;
- ☐ The placement of students on academic sanction (e.g., warning, probation, suspension, etc.);
- ☐ The dismissal of students from programs when necessary.

If exceptions are made to these academic policies and procedures, it is incumbent upon the academic business unit to provide a rationale and to justify its case for the exceptions.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. For each of the business programs included in the accreditation review, describe the academic policies and procedures pertaining to the program, and demonstrate that they clearly delineate standards, conditions, processes, or criteria for:
  - a. The academic performance of students;
  - b. The satisfactory academic progress of students toward completion of degree programs;
  - c. The identification of retention issues and at-risk students;
  - d. The provision of academic counseling and support services when needed;
  - e. The placement of students on academic sanction (e.g., warning, probation, suspension, etc.);
  - f. The dismissal of students from programs when necessary.
2. For each of the business programs included in the accreditation review, demonstrate that the academic policies and procedures pertaining to the program are published and transparent to the public.

3. For each of the business programs included in the accreditation review, demonstrate the effectiveness of the institution's and/or the academic business unit's policies and procedures relating to the academic performance of students and the satisfactory progress of students toward completion of their degree programs. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, graduation rates, retention rates, degree completion times in comparison to normal times-to-completion for the types of degree programs, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined).
4. Provide Table 6-1: Students Subject to Academic Sanctions  
  
The table must list all associate-, bachelor's-, master's, and doctoral-level business programs (including majors) for which the academic business unit is seeking accreditation. For each program listed in the table, the academic business unit must provide figures for the number of students during the self-study year who were (i) on warning, probation, etc., (ii) on suspension from the program, and (iii) dismissed from the program.
5. For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the academic policies for the program during the self-study year, and provide a rationale and justification for these exceptions.



**Table 6-1: Students Subject to Academic Sanctions**

BUSINESS PROGRAM	NUMBER OF STUDENTS ON WARNING, PROBATION, ETC.	NUMBER OF STUDENTS ON SUSPENSION	NUMBER OF STUDENTS DISMISSED
<b>ASSOCIATE-LEVEL PROGRAMS</b>			
<i>Program #1</i>			
<i>Program #2</i>			
<i>Program #3</i>			
<i>Program #4</i>			
<i>Program #5</i>			
<b>BACHELOR'S-LEVEL PROGRAMS</b>			
<i>Program #1</i>			
<i>Program #2</i>			
<i>Program #3</i>			
<i>Program #4</i>			
<i>Program #5</i>			
<b>MASTER'S-LEVEL PROGRAMS</b>			
<i>Program #1</i>			
<i>Program #2</i>			
<i>Program #3</i>			
<i>Program #4</i>			
<i>Program #5</i>			
<b>DOCTORAL-LEVEL PROGRAMS</b>			
<i>Program #1</i>			
<i>Program #2</i>			
<i>Program #3</i>			
<i>Program #4</i>			
<i>Program #5</i>			

### **6.3: Career Development and Planning Services**

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

#### **Evaluation Criteria**

Institutions and/or their academic business units should have processes for supporting business students in all phases of their career development – from assistance with choosing a program of study to securing a professional business position. In addition, they should also provide support to alumni for making career changes, career advancement, and searching for meaningful employment.

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the support for career development that the institution and/or the academic business unit provides to business students, including career planning services and placement assistance.
2. Demonstrate the effectiveness of the career development support provided to the academic business unit. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, job placement rates, graduate school placement rates, student satisfaction with services provided, employer satisfaction with graduates, career advancement of alumni, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined).

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

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

### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

### **Self-Study Guidelines for Documentation**

In the self-study:

Provide a summary reflection on the academic business unit's student policies, procedures, and processes. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its student policies, procedures, and processes in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's student policies, procedures, and processes.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

## **Principle 7: Resources Supporting Business Programs**

Excellence in business education requires appropriate resources to be provided to the academic business unit. The allocation of resources should be sufficient for the accomplishment of the mission and broad-based goals of the academic business unit and for sustaining future change efforts in business education, and should include adequate financial support for human resources, learning resources, and physical and technological infrastructure.

### **7.1: Financial Resources Supporting Business Programs**

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

#### **Evaluation Criteria**

The financial resources allocated to the academic business unit must be sufficient to support, sustain, and improve all aspects of its activities

To support continuous improvement of the business programs and activities of the academic business unit, any necessary changes and improvements in curricula, resources, processes, and other operational elements of the unit that are identified as a result of the outcomes assessment process should be appropriately linked to the budgeting and resource allocation processes.

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the budget development and resource allocation processes of the institution and the academic business unit.
2. Explain the ways in which the results from implementing the academic business unit's outcomes assessment plan in terms of changes and improvements needed are integrated into the budget and resource allocation processes.
3. Describe the financial resources supporting the academic business unit's programs and activities in the following areas:
  - a. Human resources
  - b. Physical and technological infrastructure
  - c. Business-related learning resources
  - d. Scholarly activities of business faculty
  - e. Professional development of business faculty
  - f. Technology support for business faculty and students
  - g. Student services
4. Provide Table 7.1: Educational and General Expenditures

5. Provide Table 7-2: Salary Ranges of Full-Time Business Faculty by Rank.

This table should contain the actual full-time salary ranges for business faculty (lowest, mean, and highest) during the self-study year (before overloads) for each of the faculty ranks in the academic business unit.

6. If applicable, describe the method of computation of, and provide figures for, the amount of extra compensation of full-time business faculty for overload teaching (i.e., compensation over and above a faculty member's annual contract compensation during the self-study year for teaching in excess of the contractual teaching load).
7. Provide compensation figures for part-time/adjunct faculty who teach business courses offered by the academic business unit.
8. Demonstrate that the financial resources of the academic business unit are sufficient for accomplishing its mission and broad-based goals.

**Table 7.1: Educational and General Expenditures**

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

**Table 7-2: Salary Ranges of Full-Time Business Faculty 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				

## **7.2: Facilities Supporting Business Programs**

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

### **Evaluation Criteria**

The classrooms, computer laboratories, and other physical spaces used by the academic business unit should be sufficient in number, size, and quality to provide an educational environment that supports excellence in teaching and learning.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the physical facilities, such as classrooms, computer laboratories, faculty offices, and other physical spaces that are available to business students and faculty. This description should also address any plans for renovation of space or construction of new facilities associated with the business programs.
2. Describe the extent to which the physical facilities available to the academic business unit support a high-quality teaching and learning environment for the unit's faculty and students.

### **7.3: Learning Resources Supporting Business Programs**

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

#### **Evaluation Criteria**

To provide significant and effective learning opportunities for students, to maximize the likelihood of achieving the intended student learning outcomes in its business programs, and to prepare students to be successful business professionals, the academic business unit must have access to comprehensive learning resources.

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

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

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. Provide a listing of the business-related databases, and other learning resources available to business students and faculty.
2. Describe the ways in which the library supports the business programs offered by the academic business unit. This description should address the following areas:
  - a. Support for business faculty
  - b. Support for business students
  - c. Acquisitions program (including faculty consultation and review)
3. Describe the extent to which the learning resources available to the academic business unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit's faculty and students.



## **7.4: Technological Resources Supporting Business Programs**

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

### **Evaluation Criteria**

The institution should acquire, maintain, and support instructional and educational technology that is sufficient in quality and quantity to support the business programs offered by the academic business unit.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the instructional and educational technology and support available to business faculty and students. This description should address the following areas:
  - a. Technology (hardware and software) available in the classrooms used by the academic business unit
  - b. Technology (hardware and software) available to business students in computer laboratories and libraries
  - c. Technology (hardware and software) available to business faculty in their offices
  - d. Technology support available to business students and faculty
2. Describe the extent to which the technological resources available to the academic business unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit's faculty and students.

## **7.5: Other Instructional Locations**

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

### **Evaluation Criteria**

If the business programs of the academic business unit are offered at branch campuses, educational locations, or instructional sites other than the main campus/location/site, the human, financial, physical, learning, and technological resources at each location must be sufficient to support the business programs taught at that campus/location/site.

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the ways in which the academic business unit ensures consistent quality across all branch campuses, educational locations, and instructional sites at which the business programs are offered.
2. Describe the extent to which the resources available at branch campuses, other educational locations, or other instructional sites are sufficient to support high-quality teaching, learning, and scholarly environments for the unit's faculty and students at those campuses, locations, and sites.

## **7.6: Summary Reflection on Resources Supporting Business Programs**

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

### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

### **Self-Study Guidelines for Documentation**

In the self-study:

Provide a summary reflection on the academic business unit's financial, physical, learning, and technological resources at all instructional locations at which business programs are offered. In this reflection, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the resources available to the academic business unit.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

## **Principle 8: External Relationships**

Excellence in business education requires the academic business unit to have effective external relationships with other institutions, organizations, and individuals, including effective linkages with the professional business community. Excellence in business education also requires accountability to the public for student learning outcomes in the programs offered by the academic business unit.

### **8.1: External Linkages with the Business Community**

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

#### **Evaluation Criteria**

In professional business programs, linkages between the academic business community and professional practitioners, business, and industry are essential for ensuring currency and relevance of business education, for ensuring that students acquire the necessary professional competencies and skills, and for preparing students to be successful business professionals.

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the academic business unit's linkages with the business practice community. This description should address any of the following linkages that apply to the academic business unit and the ways in which the linkages have contributed to the unit and its students and faculty:
  - a. Business advisory boards
  - b. Student internship programs in business
  - c. Faculty-practitioner internship and externship programs
  - d. Guest lecturers/speakers
  - e. Institutional outreach programs
  - f. Partnerships and collaboration agreements with business firms/organizations
  - g. Professionally-active business student organizations
  - h. Practitioner-student mentoring programs
  - i. Joint faculty-practitioner research ventures
  - j. Other linkages
2. Describe the ways in which the academic business unit's linkages with the business practice community are aligned and consistent with the career paths and the roles and responsibilities for which the unit's business programs are designed to prepare students.
3. Describe the ways in which the academic business unit's linkages with the business practice community are consistent with its mission and broad-based goals.

## **8.2: External Accountability**

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

### **Evaluation Criteria**

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

### **Self-Study Guidelines for Documentation**

In the self-study:

1. Provide Table 8-1: Public Disclosure of Student Achievement. This table should specify the website path to the page on the institution's website containing the academic business unit's public disclosure of student achievement results for each business program included in the accreditation review.

This information should be presented as shown in sample Table 7-1 in these guidelines.

**Note:** Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

2. Provide copies of the documents containing the learning assessment results as described in item 1 above (these should be placed in an appendix of the self-study).

**Table 8-1: Public Disclosure of Student Achievement Results**

WEBSITE PATH TO PUBLIC DISCLOSURE OF STUDENT ACHIEVEMENT RESULTS	
Click on:	
1.	Academics
2.	School of Business
3.	Department of Business
4.	IACBE Accreditation
5.	Public Disclosure of Student Achievement
6.	
7.	
8.	

### **8.3: Summary Reflection on External Relationships**

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

#### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

#### **Self-Study Guidelines for Documentation**

In the self-study:

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

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its external relationships in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's external relationships.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.

## **Principle 9: Innovation in Business Education**

The business and business environments are rapidly-changing and becoming increasingly complex and global in scope. Consequently, to adapt and respond to the associated challenges and to prepare students to be competent business professionals in these dynamic environments, excellence in business education requires innovation and creativity in the design and delivery of business programs.

### **9.1: Innovation in Business Education**

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

#### **Evaluation Criteria**

To prepare students to be competent and successful business professionals, academic business units must adapt to these changes by developing new approaches to educating business students, including teaching strategies appropriate for the diverse populations that are served.

Individual business faculty members should be encouraged, supported, and rewarded for their creativity and for developing educational innovations related to business curricula, course content, and instruction.

#### **Self-Study Guidelines for Documentation**

In the self-study:

1. Describe the ways in which the academic business unit encourages and supports innovation and creativity in business education.
2. Provide examples of educational innovation over the past three years (e.g., innovative curricula, innovative learning opportunities for students, innovative teaching methodologies, innovative external relationships, innovative faculty research, etc.).

## **9.2: Summary Reflection on Innovation in Business Education**

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

### **Evaluation Criteria**

The academic business unit should reflect upon the evidence presented in the self-study as it relates to the unit's overall performance in the context of its mission.

### **Self-Study Guidelines for Documentation**

In the self-study:

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

1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in business education. These conclusions should include an identification of any changes and improvements needed in the academic business unit's processes for fostering educational innovation.
2. Describe proposed courses of action to make the changes and improvements identified in item 1 above.



## **SECTION FIVE: APPENDICES**

Appendix A: Cover Page of Self-Study

Appendix B: Credentials Summary Form for Business Faculty

Appendix C: Qualification Justification Form for Business Faculty

Appendix D: Faculty Qualifications Decision Tree

Appendix E: Professional and Scholarly Activities Definitions

## Appendix A: Cover Page of Self-Study

Name of Institution \_\_\_\_\_

Chief Executive Officer's Name/Title \_\_\_\_\_

Chief Academic Officer's Name/Title \_\_\_\_\_

Head of Academic Business Unit's Name/Title \_\_\_\_\_

Academic Year Covered by Self-Study \_\_\_\_\_

Date of Submission of Self-Study to the IACBE \_\_\_\_\_

Primary Contact During Accreditation Site Visit

Name/Title \_\_\_\_\_

Street Address \_\_\_\_\_

City and State or Country, ZIP/Postal Code \_\_\_\_\_

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

E-mail \_\_\_\_\_

**If different from primary contact, provide the information for the person to whom all correspondence should be addressed including the Site Visit Team and Board of Commissioners findings letters.**

Name/Title \_\_\_\_\_

Street Address \_\_\_\_\_

City and State or Country,  
ZIP/Postal Code \_\_\_\_\_

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

E-mail \_\_\_\_\_

## Appendix B: Credentials Summary for Business Faculty

### CREDENTIALS SUMMARY FOR BUSINESS FACULTY

Faculty Member's Name: \_\_\_\_\_

#### EDUCATION: EARNED DEGREES

##### 1. Doctoral-Level Degree:

\_\_\_ Ph.D. \_\_\_ D.B.A. \_\_\_ D.M. \_\_\_ D.A. \_\_\_ Exec./Prof. \_\_\_ Ed.D. \_\_\_ J.D. \_\_\_ Other: \_\_\_\_\_

Institution: \_\_\_\_\_ Year: \_\_\_\_\_ Field: \_\_\_\_\_

##### 2. Master's-Level Degree:

\_\_\_ M.B.A. \_\_\_ M.S. \_\_\_ M.A. \_\_\_ Post-Graduate Diploma \_\_\_ Other: \_\_\_\_\_

Institution: \_\_\_\_\_ Year: \_\_\_\_\_ Field: \_\_\_\_\_

##### 3. Bachelor's-Level Degree:

\_\_\_ B.B.A. \_\_\_ B.S. \_\_\_ B.A. \_\_\_ B.Com \_\_\_ Other: \_\_\_\_\_

Institution: \_\_\_\_\_ Year: \_\_\_\_\_ Field: \_\_\_\_\_

#### EDUCATION: GRADUATE WORK RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES

Discipline	Credit Hours (or Contact Hours)	Discipline	Credit Hours (or Contact Hours)

#### PROFESSIONAL EXPERIENCE RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES

Area/Discipline	Years of Experience	Area/Discipline	Years of Experience

**PROFESSIONAL CERTIFICATIONS RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES**

Certification	Current Yes/No	Expiration	Years Held

**CONTENT AREAS OF SCHOLARLY AND PROFESSIONAL ACTIVITIES RELATED TO AREAS OF ASSIGNED TEACHING RESPONSIBILITIES**

Content Area/Discipline	Type of Activity

**TEACHING EXPERIENCE**

Institution	Years	Full-Time or Part-Time	Areas of Assigned Teaching Responsibilities

**Note:** Please begin with your experience at your current institution followed by your experience at previous institutions. **If this is detailed in the resume or vita, indicate the page in the resume or vita where this information is located.**

## Appendix C: Qualification Justification for Business Faculty

### QUALIFICATION JUSTIFICATION FOR BUSINESS FACULTY

In the form below, (i) list each teaching discipline on a separate line, (ii) identify a qualification level for that discipline, (iii) specify the basis (or bases) for assigning that qualification level, and (iv) provide a summary justification for each basis used to establish the qualification level).

In completing the form, use the following code designations:

**Qualification Levels:**

- ☐ Doctorally-Qualified: DQ
- ☐ Professionally-Qualified: PQ
- ☐ Other Qualification Level: OQL

**Basis for Qualification:**

- ☐ Earned In-Field Degree: D-IF
- ☐ Earned Out-of-Field Degree: D-OF
- ☐ In-Field ABD: ABD
- ☐ Graduate Course Work: GCW
- ☐ Scholarly Activities: SA
- ☐ Professional Activities: PA
- ☐ Professional Experience: PE
- ☐ Professional Certifications: PC
- ☐ Teaching Experience: TE

Supporting evidence for qualification justifications must be identified in the curriculum vitae of faculty members and must be available for review by the site-visit team. Separate tables are provided for associate-, bachelor's-, master's-, and doctoral-level teaching responsibilities.

Faculty Member's Name: \_\_\_\_\_

#### AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: ASSOCIATE LEVEL

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

#### AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: BACHELOR'S LEVEL

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

**AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: BACHELOR'S LEVEL**

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

**AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: MASTER'S LEVEL**

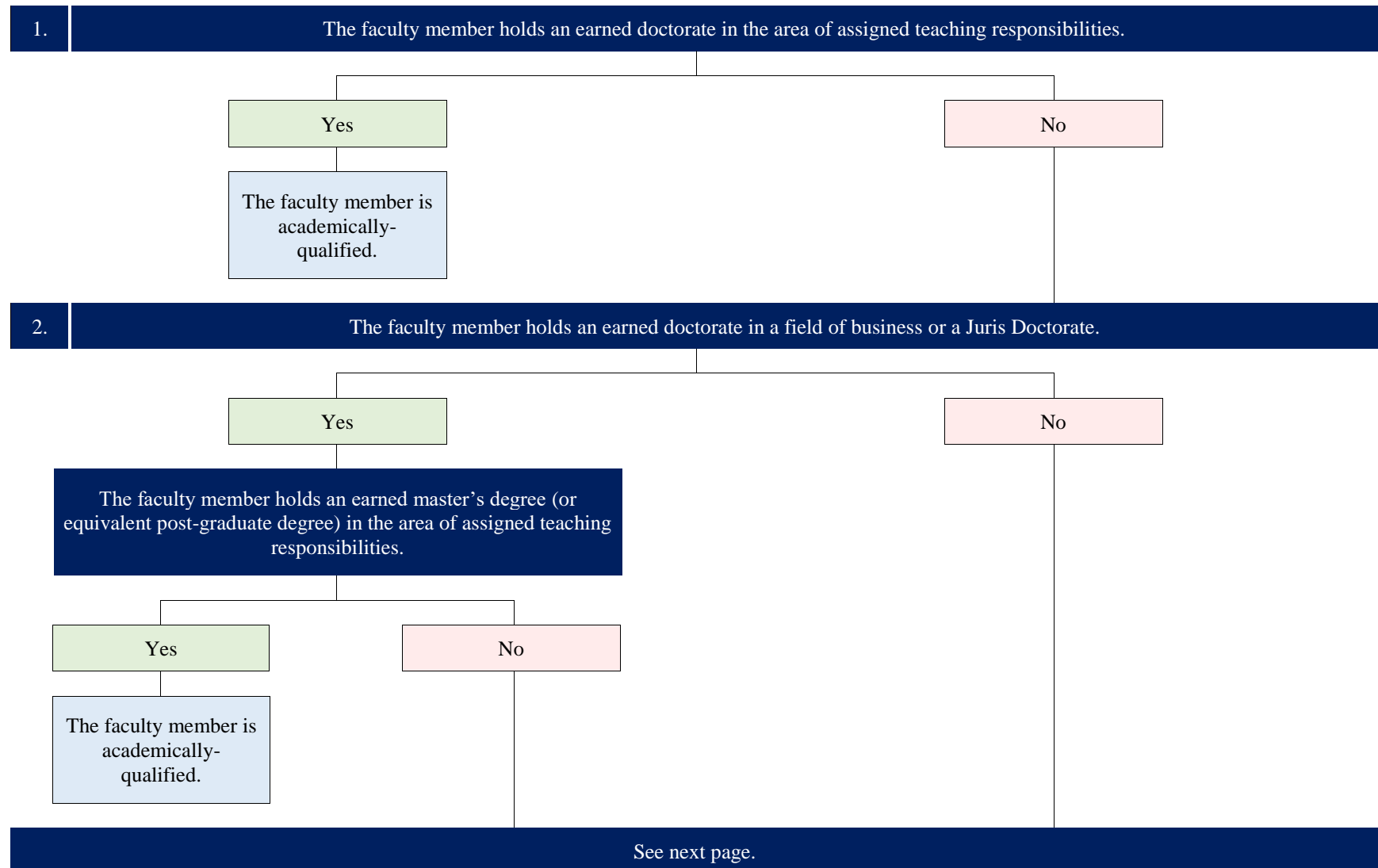
Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

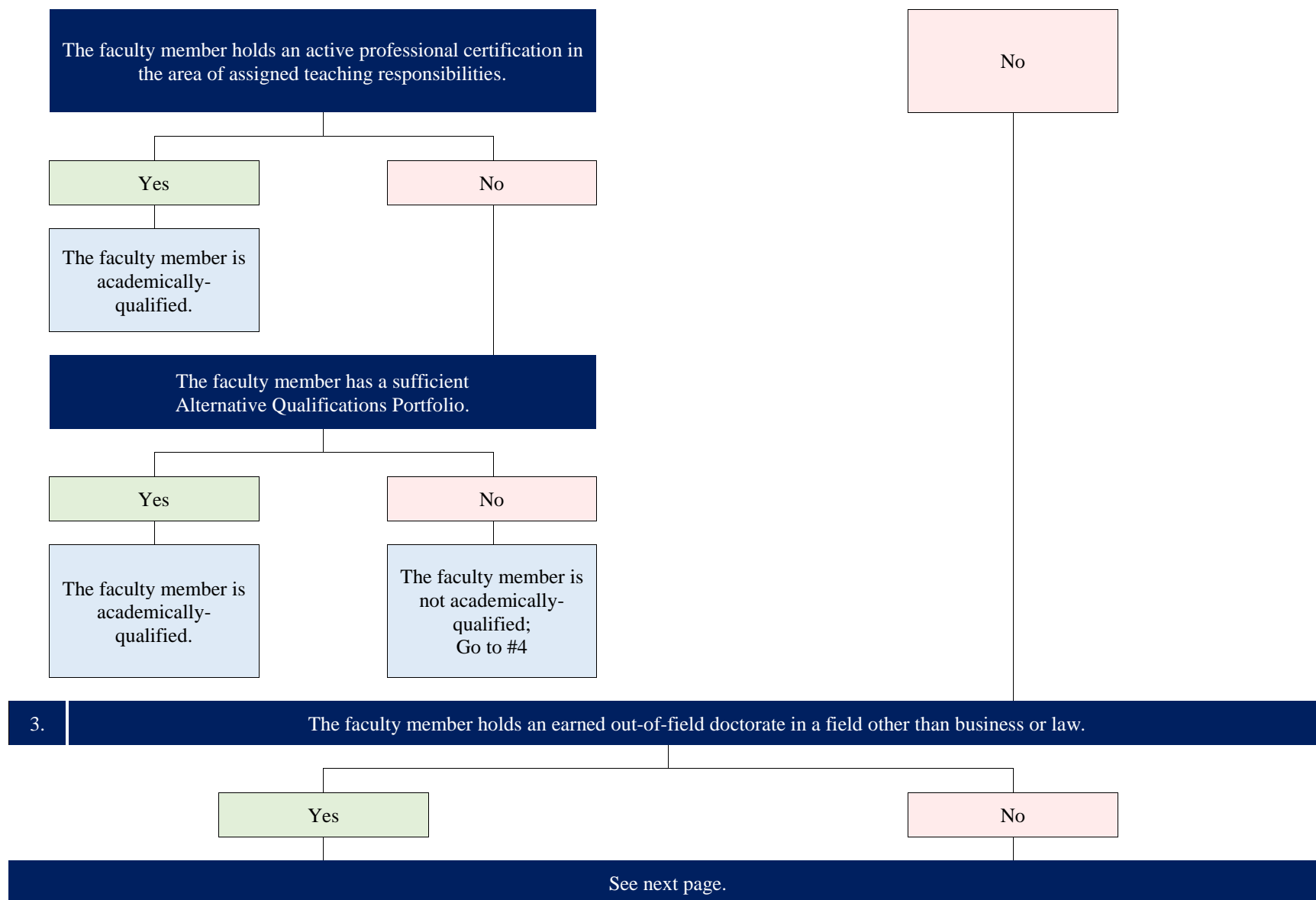
**AREAS OF ASSIGNED TEACHING RESPONSIBILITIES: DOCTORAL LEVEL**

Teaching Disciplines	Qualification Level	Basis for Qualification	Justification

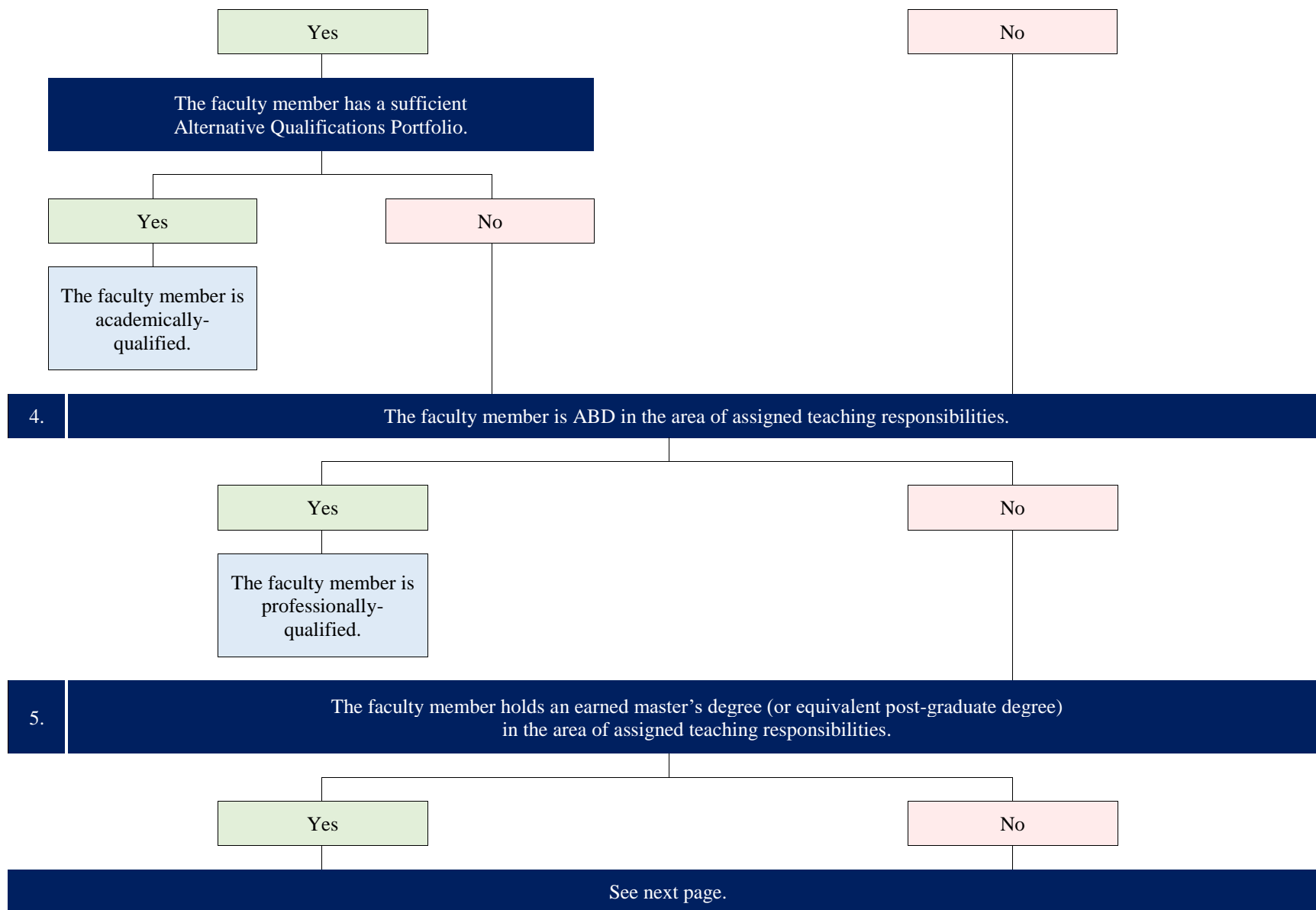
## Appendix D: Faculty Qualifications Decision Tree

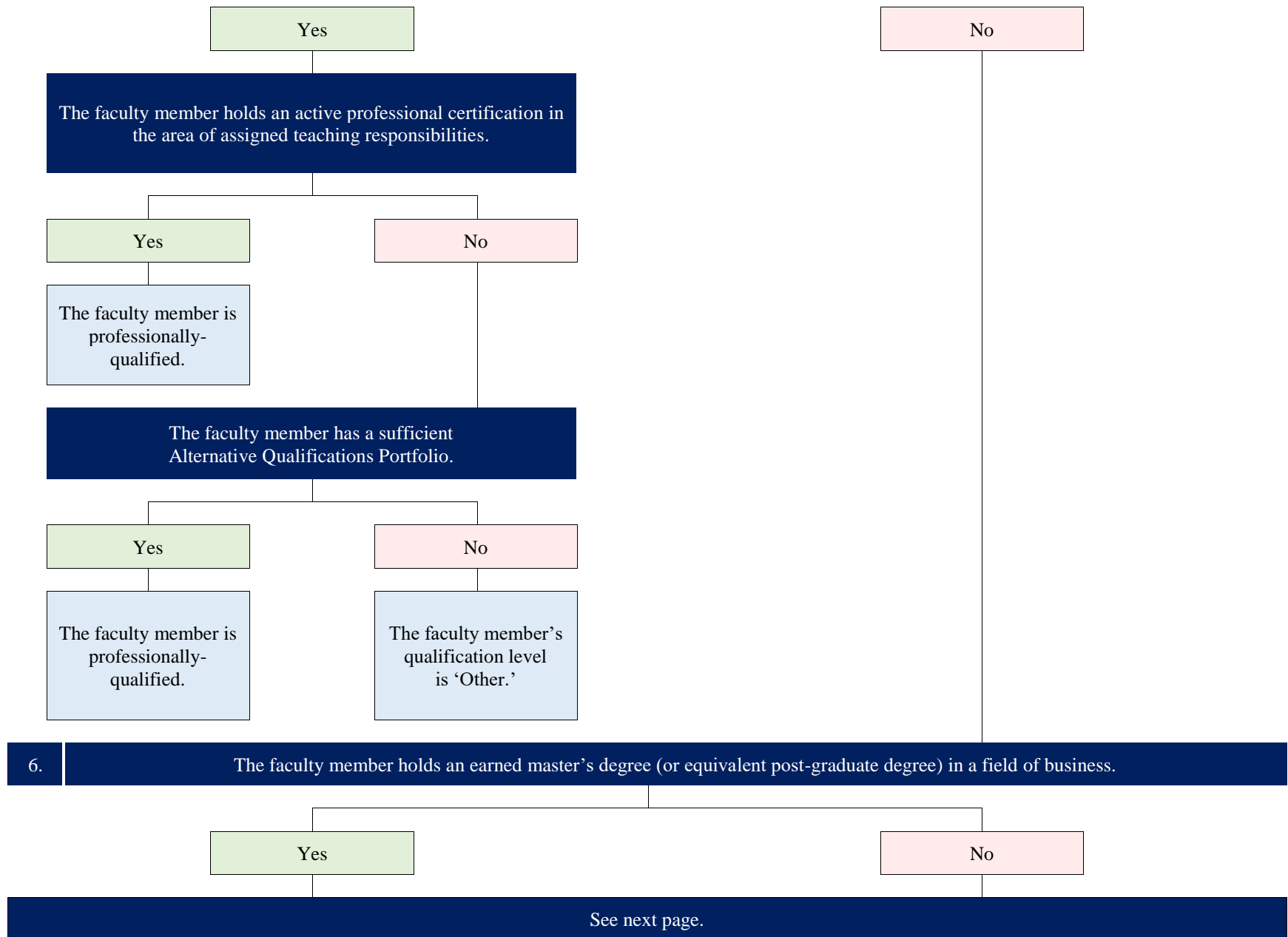
**Note:** For the purpose of determining faculty qualifications in the following decision tree, an 'out-of-field' degree is defined to be any degree in a field outside the area of a faculty member's assigned teaching responsibilities.

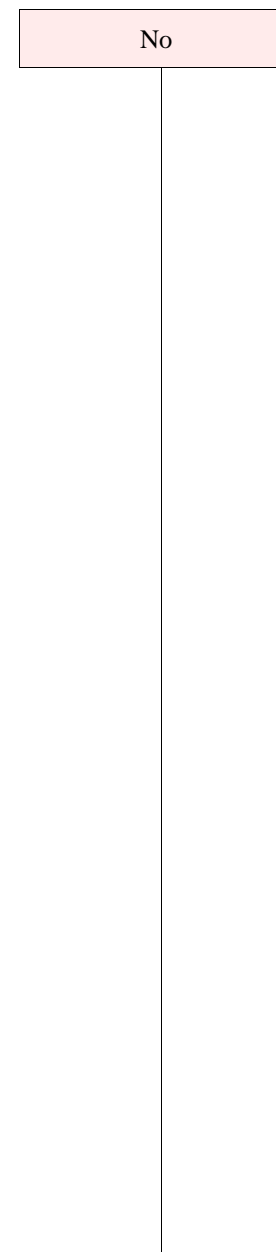
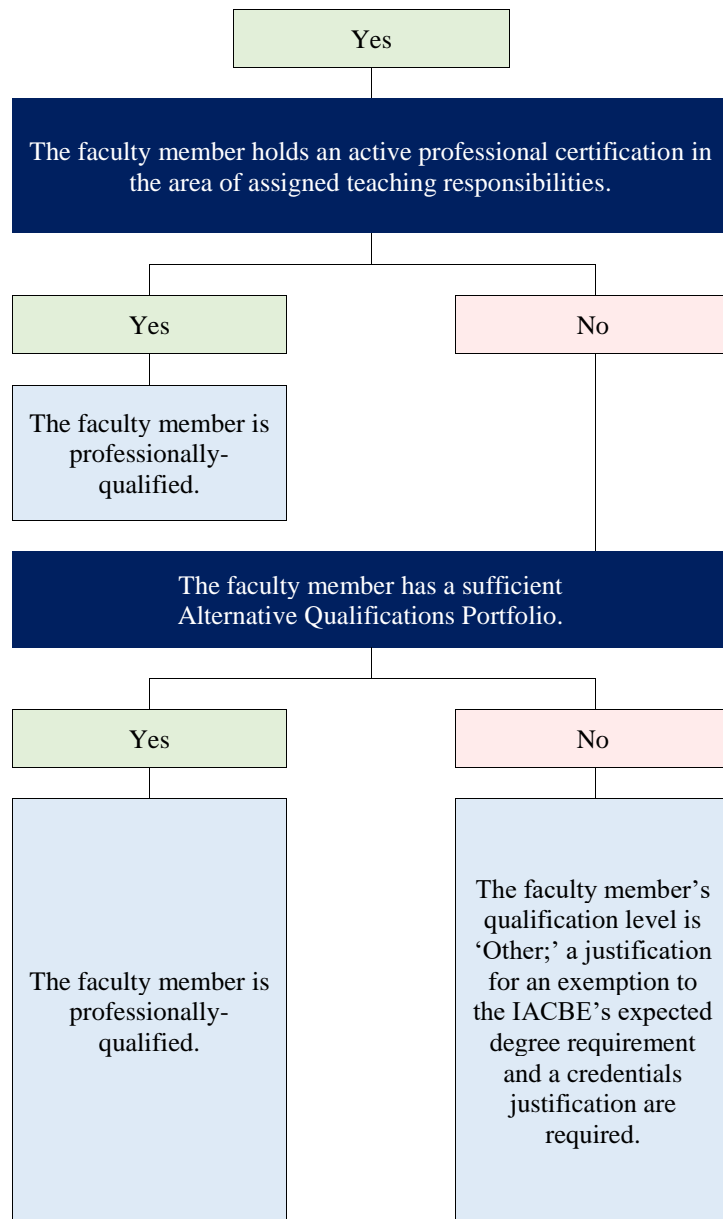








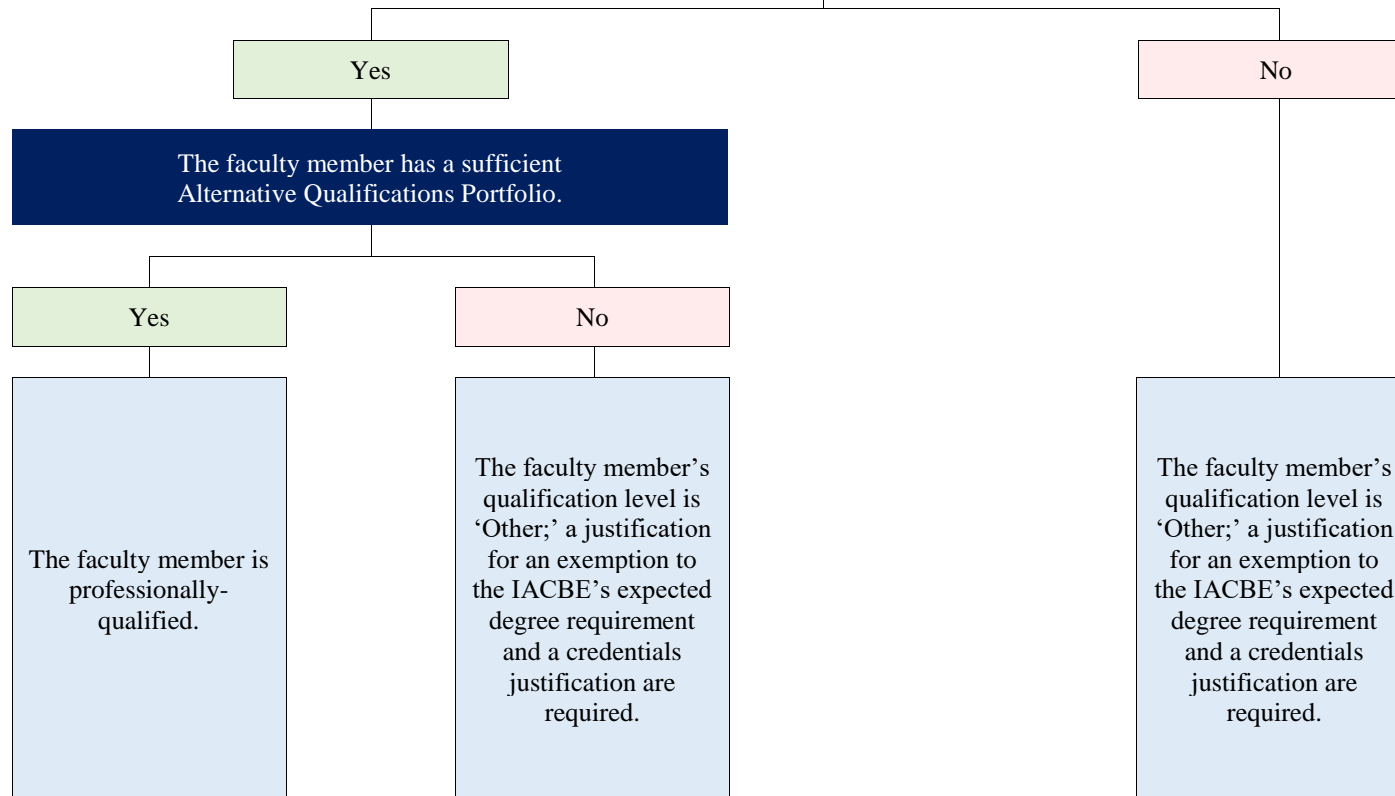




See next page.

7.

The faculty member holds an earned out-of-field master's degree in a field other than business.



## Appendix E: Faculty Qualification Levels

### Faculty Qualification Levels

FACULTY QUALIFICATION LEVELS
<b>Doctorally-Qualified</b>
<p>To be considered doctorally-qualified for teaching at the undergraduate level, a faculty member must:</p> <ul style="list-style-type: none"><li>a. Hold an earned doctorate in business or business with a major, concentration, specialization, focus area, emphasis, option, track, field, or stream, etc. in the area of assigned teaching responsibilities; or</li><li>b. Hold an earned doctorate in a field of business, and a professional certification in the area of assigned teaching responsibilities; or</li><li>c. Hold a Juris Doctorate and teach in the areas of legal environment of business and/or business law; or</li><li>d. Hold a Juris Doctorate and a business-related master's degree, and teach in the areas of legal environment of business, business law, and/or another area that contains significant legal content; or</li><li>e. Hold a Juris Doctorate and a professional certification in business and teach in the areas of legal environment of business, business law, and/or business; or</li><li>f. Hold an earned non-business- or non-business-related doctorate and have a sufficient combination of graduate course work; professional experience that is significant in terms of duration and level of responsibility; sustained professional engagement; ongoing scholarly activity; and documented extensive, substantial, and successful teaching experience at the post-secondary level in the area of assigned teaching responsibilities.</li></ul>
<b>Professionally-Qualified</b>
<p>To be considered professionally-qualified for teaching at the undergraduate level, a faculty member must:</p> <ul style="list-style-type: none"><li>a. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and a professional certification in the area of assigned teaching responsibilities; or</li><li>b. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and have a sufficient combination of graduate course work; professional experience that is significant in terms of duration and level of responsibility; sustained professional engagement; ongoing scholarly activity; and documented extensive, substantial, and successful teaching experience at the post-secondary level in the area of assigned teaching responsibilities; or</li><li>c. Hold a master's degree (or equivalent post-graduate degree) in a business-related field and have completed a special post-graduate training program especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.</li></ul>
<ul style="list-style-type: none"><li>b. Be A.B.D. (i.e. 'all-but-dissertation'; has completed all course work required for a doctorate in business, passed the general comprehensive examinations, but has not completed a dissertation) with a major in the area of assigned teaching responsibilities</li></ul>

#### **Other Qualifications Levels**

Under normal circumstances, it is expected that business faculty members will hold master's degrees (or equivalent post-graduate degrees) in fields that are appropriate to their areas of assigned teaching responsibilities.

In limited cases, an academic business unit may make an exception to this requirement if a faculty member possesses unique and significant credentials/qualifications that outweigh the lack of an appropriate master's degree (or equivalent post-graduate degree). In these situations, it is incumbent upon the academic business unit to provide a rationale and to justify its case for an exemption from this requirement.

## Appendix F: Professional and Scholarly Activity Definitions

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

Examples of the scholarship of teaching include:

- ☐ Curriculum review and revision
- ☐ The development of new courses and curricula
- ☐ Published and unpublished cases with instructional materials
- ☐ The development of new teaching materials
- ☐ The development and evaluation of new methods of instruction, including instructional software
- ☐ The development of techniques and tools to assess the effectiveness of teaching and learning
- ☐ Publications dealing with pedagogy and/or teaching techniques
- ☐ Participation and/or presentation in workshops, seminars, and professional meetings devoted to improving teaching skills
- ☐ Written evaluations of teaching materials

**Scholarship of Discovery:** The scholarship of discovery is the closest to what is meant by the term 'basic research.' Freedom of inquiry and freedom of scholarly investigation are essential to higher education. Each faculty member should establish credentials as a researcher. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. However, faculty in institutions with research missions and graduate programs are expected to be engaged in ongoing research activities. The scholarship of discovery can be defined as investigation and research in a field of study that result in a contribution to the body of knowledge in the field, and the dissemination of that knowledge in the professional community.

Examples of the scholarship of discovery include:

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

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

Examples of the scholarship of integration include:

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

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

Examples of the scholarship of application include:

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

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

#### Professional Activity:

Examples of professional activity include:

- ☐ Routine professionally-related consulting
- ☐ Professionally-related service activities directly related to the academic discipline of the faculty member, and consistent with the stated mission of the academic business unit



- ❑ Service in a leadership role in or as an officer of a professional organization
- ❑ Attendance and participation in seminars, symposia, short courses, workshops, or professional meetings that are intended as professional development or enrichment activities
- ❑ Membership in professional organizations

Professional activities include the routine application of a faculty member's professional expertise in helping to solve problems in either the private or public sectors. These may include activities for which a faculty member is paid, or volunteer services for which no pay is received. The key word in defining these activities is 'professionally-related.' General community service activities are not considered to be professionally-related. However, if faculty members provide a service that is related to their teaching and/or research areas, then that service would be professionally-related. For example, if a business faculty member conducts an annual audit of a local non-profit organization's financial affairs, and prepares an opinion letter, then the work is considered to be a professionally-related activity.

Coverage level designations:

**Introduces (I):** The course, module, subject, etc. introduces concepts related to an BTK area. Learning opportunities focus on basic knowledge and skills in that BTK area. It may be the case that several courses, modules, subjects, etc. in a curriculum introduce concepts related to a particular BTK area and lay the foundation for coverage in that area. It may also be the case that a given course, module, subject, etc. may be designed to introduce concepts in several BTK areas.

**Reinforces (R):** The course, module, subject, etc. strengthens, supports, and reinforces the development of the knowledge and skills in an BTK area further along in the curriculum. Foundational knowledge in the BTK area was previously introduced through other learning opportunities in the curriculum. As above, it may be the case that several courses, modules, subjects, etc. in a curriculum reinforce concepts related to a particular BTK area and contribute to further coverage in that area. It may also be the case that a given course, module, subject, etc. may be designed to reinforce concepts in several BTK areas.

**Emphasizes (E):** The course, module, subject, etc. emphasizes concepts related to an BTK area and provides learning opportunities for integrating knowledge and skills in the area. Concepts in the BTK area had been previously introduced and reinforced through various learning opportunities in other courses, modules, subjects, etc. in the curriculum. Again, it may be the case that several courses, modules, subjects, etc. in a curriculum emphasize concepts related to a particular BTK area and provide learning opportunities for integrating knowledge and skills in that area. It may also be the case that a given course, module, subject, etc. may be designed to emphasize concepts in several BTK areas.