

**Moving. Forward. Together.**

New Program Self-Study Manual:

Accreditation Principles and Evaluation Criteria

Approved - April 2018

December 2017

International Accreditation Council for Business Education

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Lenexa, Kansas 66215 • USA

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**Information and Instructions**

The following document aligns with the Accreditation Principles and Evaluation Criteria for Accreditation of Business Programs, referred to as the Self-Study Manual, Revised December 2017. Additional information about responding to the principles may be found in the Self-Study Manual, Revised December 2017.

Prior to submitting a new program for approval, contact the IACBE office to assist you in determining if the program is considered a “new program” or if the program qualifies for the shorter review process required for new majors, concentrations, etc linked to a program that has already achieved IACBE accreditation (item 1 – below)..

Once the appropriate process has been determined, complete and submit the application for New Program approval and submit the required fee prior to beginning the self-study process. The application is available on the IACBE website in the Member Only area. Discuss the planned timeline for the new program self-study and, if required, site visit with your IACBE staff liaison (items 2 and 3 – below)

Self-Study and Accreditation Process

1. Determine if the new program process applies
2. Submit the application and fee for a new program
3. Schedule the site visit – if required
4. Complete the self-study document
5. Submit the document to the IACBE
6. Your IACBE staff liaison will contact you to schedule and conduct a technical review
7. Submit the final self-study with all supporting documents to the IACBE
8. Host the site visit – if required
9. Respond to site visit findings – if applicable
10. Self-study sent to the Board of Commissioners for review

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Contact the IACBE office with additional questions or to schedule a preliminary call regarding your new program.

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# 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 Table OPP-1: Business Programs Included in the Accreditation Review for the new program(s).
2. 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.
3. 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.
4. 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.
5. Provide Table OPP-2: Public Notification of Accreditation for the new program(s).
6. Provide Table OPP-4: Number of Students in Business Programs for the new program(s).
7. Provide Table OPP-6: Degrees Conferred in Business Programs for the new program(s). 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.
8. 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** |
| **ASSOCIATE-LEVEL PROGRAMS** | | |
| Associate of Applied Science in Business | Location #1 | None |
| **BACHELOR’S-LEVEL PROGRAMS** | | |
| Bachelor of Business Administration with a Concentration in Marketing | Location #1  Location #2 | Partner #1 |
| Bachelor of Science in Accountancy | Location #1 | None |
| **MASTER’S-LEVEL PROGRAMS** | | |
| Master of Business Administration with a Specialization in Marketing | Location #1  Location #2 | Partner #1 |
| Master of Public Accountancy | Location #1 | None |
| **DOCTORAL-LEVEL PROGRAMS** | | |
| Ph.D. in Business | Location #1 | None |

Table OPP-2: Public Notification of Accreditation

|  |  |
| --- | --- |
| 1. **Public Notification of Accreditation of business programs** | |
| Click on: | |
| 1. | Academics |
| 2. | School of Business |
| 3. | IACBE Accreditation |
| 4. |  |

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** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | |
|  |  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **DOCTORAL-LEVEL PROGRAMS** | | | |
|  |  |  |  |

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** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | |
|  |  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | | |
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|  |  |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | | |
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| **DOCTORAL-LEVEL PROGRAMS** | | | |
|  |  |  |  |
| **TOTALS** |  |  |  |

## 

## 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.**

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:
3. The career path and the roles and responsibilities for which the program is designed to prepare students;
4. The mission and broad-based goals of the academic business unit.
5. 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.**

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:
2. Results from the implementation of the direct measures of student learning as identified in the academic business unit’s outcomes assessment plan
3. Results from the implementation of the indirect measures of student learning as identified in the academic business unit’s outcomes assessment plan
4. 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
5. 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 2-2 is not required.

Table 2-1: Student Learning Assessment Results

*(indicate program level – Associate, Bachelor’s, master’s, or Doctoral)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | |
| ***Insert Program Name Here*** | | | | | | | | | |
| * 1. **Summary of Results from Implementing Direct Measures of Student Learning:** | | | | | | | | | |
| 1. | *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* | | | | | | | | |
| * + - * 1. **Summary of Results from Implementing Indirect Measures of Student Learning:** | | | | | | | | | |
| 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* | | | | | | | | |
| * 1. **Summary of Achievement of Intended Student Learning Outcomes:** | | | | | | | | | |
| **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* |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |

### 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.**

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.

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. |  |  |  |  |
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| 8. |  |  |  |  |

## Principle 3: Strategic Planning

### 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.**

In the self-study:

1. Describe how the new program is aligned with and contributes to the mission and goals of the academic business unit and the institution.

## Principle 4: Business Curricula and Learning Opportunities

### 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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. Provide the curricular requirements the new program(s) included in the accreditation review.  
     
   This information should take the form of a curriculum sheet or a listing of all courses comprising each program. Include the normal time to completion and the methods of delivery for 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. Provide Table 4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs) for the new program(s).  
     
   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.

\*Tables 4.1 and 4.2 not required

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** |
| --- |
|  |
| ***1. Required Course, Module, Subject #1***  Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs*  Key Learning Outcomes to which this course contributes: *List of KLOs* |
| ***2. Required Course, Module, Subject #2***  Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs*  Key Learning Outcomes to which this course contributes: *List of KLOs* |
| ***3. Required Course, Module, Subject #3***  Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs*  Key Learning Outcomes to which this course contributes: *List of KLOs* |
| ***4. Required Course, Module, Subject #4***  Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs*  Key Learning Outcomes to which this course contributes: *List of KLOs* |
| ***5. Required Course, Module, Subject #5***  Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs*  Key Learning Outcomes to which this course contributes: *List of KLOs* |
| ***6. Required Course, Module, Subject #6***  Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs*  Key Learning Outcomes to which this course contributes: *List of KLOs* |
| ***7. Required Course, Module, Subject #7***  Program Intended Student Learning Outcomes (ISLOs) to which this course contributes: *List of ISLOs*  Key Learning Outcomes to which this course contributes: *List of KLOs* |

### 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.**

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

**Self-Study Guidelines for Documentation**

In the self-study:

1. For each new program at the associate- and/or bachelor’s-level business program included in the accreditation review:
2. 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.

**Synthesizes (S)**: 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 S 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 S – would appear in the relevant cell.

1. 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.
2. 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)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | |
| *BTK AREAS* | A | B | C | D | E | F | G | H |
| *COURSE NAME* | FUNCT | LSE | GLOB | ETH | DST | COM | CT | INT |
|  |  |  |  |  |  |  |  |  |
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| --- |
| **Coverage Level Designations**: |
| I = BTK Area Introduced |
| R = BTK Area Reinforced |
| S = BTK Area Synthesized |

### 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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. List the new program(s) at the master’s-level 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 BTK 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.).

1. Identify those master’s-level courses that are not reserved exclusively for graduate students, and provide an explanation for these exceptions as applicable.
2. 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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. Describe each new program at the doctoral-level included in the accreditation review. This description must address the following areas:
2. The type and name of the program;
3. Curricular requirements (i.e., the courses, modules, subjects, etc. comprising the program);
4. Residency requirements for the program.
5. 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:
6. The ways in which students demonstrate advanced knowledge in areas of business specialization;
7. The ways in which advanced research skills are developed and whether those research skills are quantitative or qualitative/applied in nature;
8. 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;
9. 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;
10. 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.
11. 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.).

1. 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:
2. The career path and the roles and responsibilities for which the program is designed to prepare students;
3. The mission and broad-based goals of the academic business unit.
4. 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.
5. For each doctoral-level business program included in the accreditation review, provide evidence of the extent of student success in:
6. 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;
7. Completing their programs of study.
8. 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

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

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

### 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.**

In the self-study:

1. Provide a current curriculum vita for each full-time and part-time business faculty member who teaches business courses in the new program(s) If the vita were provided with your previous self-study, and are still current, they need not be resubmitted.
2. If the new program(s) is at a higher level than was previously accredited, 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:
3. Initial academic preparation (i.e., degrees) required of faculty at the time of hiring
4. Professional experience required of faculty at the time of hiring
5. The types and amounts of ongoing scholarly activity required of faculty to maintain their qualification status
6. The types and amounts of sustained professional engagements required of faculty to maintain their qualification status
7. 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.)
8. Provide Table 5-1: Business Faculty Qualifications.

All business faculty who teach business courses in the new program(s) 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.

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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. Provide Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level for the new program(s).

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**: Dcademically -Qualified

**PQ**: Professionally-Qualified

**O**: Other Qualification Level

1. Provide Table 5-3: Summary of Student Credit/Contact Hour Production by Location for the new program(s).
2. Provide the following program coverage information:
3. For each new program, 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 academically- or professionally-qualified, that teaches in and provides oversight for that program.
4. For any doctoral-level program included in the accreditation review that does not have 100% program coverage by faculty who are academically-qualified for teaching at the doctoral level, provide an explanation for this variation in required program coverage.

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** |
| *Location #1* |  |
| *Location #2* |  |
| *Location #3* |  |
| **TOTAL** |  |

### 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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. Provide Table 5-5: Summary of Scholarly and Professional Activities of Faculty for the new program(s).

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.

1. Demonstrate that the scholarly and professional activities of the business faculty for the new program(s) are related to their teaching and/or research disciplines and that business faculty members are current in their fields.
2. Provide qualitative descriptions and/or data from quantitative measures demonstrating the quality of the scholarly and professional activities of business faculty for the new programs. The academic business unit may employ its own metrics of quality in providing this evidence.
3. Describe the extent to which the scholarly and research activities of business faculty for the new programs are practice-oriented.
4. Demonstrate that the types and amounts of scholarly and professional activities of business faculty for the new programs 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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 example

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

### 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.**

### 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.**

### 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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. Review Principle 6.1, 6.2, and 6.3. Describe any differences in the student policies, procedures, processes, and career services described in your last self-study that apply to the new program(s)

## 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.**

### 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.**

### 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.**

### 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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. Review Principle 7.1, 7.2, 7.3 and 7.4 Describe any differences in the resources available to support the new program(s) than those described in your last self-study.

## 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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. Describe any new external linkages that will support the new program(s).

### 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.**

**Self-Study Guidelines for Documentation**

In the self-study:

1. Provide Table 8-1: Public Disclosure of Student Achievement for the new program(s). 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.

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. |  |