



Accreditation Process Manual

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PREFACE

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

This manual describes the process that is used by the IACBE in its accreditation of business programs. The manual is organized into the following nine sections:

- **Section One:** contains an introduction that describes the mission of the IACBE, its philosophy of accreditation, the characteristics of excellence in business education, the scope of accreditation, eligibility for academic business unit membership, and privacy of accreditation information.
- **Section Two:** describes the accreditation process in detail.
- **Section Three:** covers possible changes in an academic business unit's accreditation status, including probation and the withdrawal of accreditation.
- **Section Four:** describes reporting requirements.
- **Section Five:** details the procedure for dealing with complaints from third parties.
- **Section Six:** describes the protocol for handling potential legal conflicts with the IACBE's Accreditation Principles, policies, and procedures.
- **Section Seven:** outlines the procedures for requesting reconsideration of decisions by the Board of Commissioners.
- **Section Eight:** specifies the process for amending the IACBE's accreditation manuals.
- **Section Nine:** describes the IACBE's mentoring program.

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

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SECTION ONE: INTRODUCTION

Mission of the IACBE

Vision:

To be the business program accreditor of choice for teaching-oriented institutions of higher education globally.

Mission:

The mission of the IACBE is to advance academic quality in business programs through evidence-based accreditation that encourages institutions to build unique educational models to reflect their mission and vision.

Philosophy of Accreditation

In promoting and fostering excellence in business education, the IACBE takes a mission-driven and outcomes-based approach to accreditation, in which the assurance of academic quality is based on the results of the assessment of educational outcomes rather than prescriptive input standards. The IACBE's quality assurance process involves a comprehensive set of accreditation principles pertaining to measures of academic resources and educational processes as well as outcomes assessment. These principles are based on best practices in business education and are designed to promote excellence in business education through a benchmarking process, which is helpful in determining the extent to which the academic business unit is achieving its mission and its student learning and operational goals.

The IACBE bases its accreditation reviews on principles rather than standards. Standards and principles are similar in that both may be used to evaluate academic quality. However, the use of prescriptive input standards involves the specification of arbitrary thresholds and assumes that their achievement ensures high-quality outcomes, which is not necessarily the case. On the other hand, principles allow for a continuum of accomplishment and are used to assess outcomes, evaluate progress toward excellence, and encourage continuous improvement. Since academic business units are unique, with differing missions, goals, processes, and intended learning outcomes, there is no standard that fits all academic business units, but there are principles that can apply to all academic business units.

The IACBE is committed to a developmental approach to achieving excellence in business education. The IACBE and its members function in a collaborative and cooperative manner and encourage each other toward higher levels of quality in business education.

The IACBE is both flexible and innovative in applying its philosophy of accreditation. It recognizes that business education takes place within a dynamic, complex environment that requires innovative approaches to achieving high-quality educational outcomes.

Characteristics of Excellence in Business Education

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

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations and is linked to the strategic plans of both the academic business unit and the institution.
- The academic business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The missions of the institution and the academic business unit are effectively communicated to current and prospective students.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.
- The organizational structures of the institution and the academic business unit support excellence in business education.

Scope of Accreditation

The IACBE accredits business, accounting and business-related degree programs at the associate, bachelor's, master's, and doctoral levels in institutions of higher education worldwide. (2019)

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 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;
- For associate and bachelor-level degree programs, at least 30% of the credit hours are in business and/or business-related areas.
- For graduate-level degree programs (including master’s and doctoral-level degree programs), at least 50% of the credit hours are in business and business-related areas.
- The program (including majors, concentration, and similar specialization areas) appears on a student’s official transcript, diploma supplement, or other official record of program completion.

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

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

- In cases where more than one academic business unit offers business programs, the institution must clearly identify which academic business units are requesting IACBE membership and are submitting programs for IACBE recognition. It is acceptable that an academic unit that offers business programs chooses not to be included in the accreditation.
- All business programs offered at multiple degree levels (associate-, bachelor’s-, master’s-, and doctoral-level programs) normally may 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.

All business programs, regardless of mode of delivery, may be included in the IACBE accreditation review. This includes online programs, distance learning programs, adult degree completion programs, accelerated programs, and other “nontraditional” programs.

For specific information on the requirements for Special Accounting Accreditation refer to the Accreditation Principles and Evaluation Criteria for the Accreditation of Accounting Programs.

Eligibility for Academic Business Unit Membership

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

1. For institutions located in the United States the academic business unit’s parent institution must have institutional accreditation from a recognized national institutional accrediting organization. A recognized national institutional accrediting organization is an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (DOE).

For institutions located outside of the United States, the institution must provide documentation of institutional accreditation or recognition from an appropriate organization in the relevant country or region OR a portfolio of documented evidence that is deemed as acceptable by the Board of Commissioners.

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

Privacy of Accreditation Information

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

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

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

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

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

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

SECTION TWO: PROGRAM ACCREDITATION PROCESS

The IACBE process of accreditation is sequential, as follows:

1. Become an Educational Member of the IACBE.
2. Attend the Accreditation Institute. The Accreditation Institute must be attended within one year of the candidacy visit or within one year of the beginning of the self-study year.
3. Prepare and submit the candidacy application, fees, and materials.
4. Undergo a candidacy visit.
5. Undergo a candidacy review by the Board of Commissioners.
 - If candidacy is granted by the Board of Commissioners the academic business unit's programs will be in Candidate for Accreditation status.
 - If candidacy is not granted by the Board of Commissioners, continue to work with IACBE staff to remedy the issues that were identified by the Commissioners and resubmit to the Board of Commissioners for review.
6. Submit the application and fees for accreditation.
7. Prepare the self-study and supporting materials.
8. Undergo an accreditation site visit.
9. Undergo an accreditation review by the Board of Commissioners.
 - If accreditation is granted by the Board of Commissioners, the academic business unit's programs included in the review will be Accredited. The institution will be notified and will be recognized at the annual conference the year after the accreditation is granted.
 - If accreditation is not granted by the Board of Commissioners, the institution will continue to work with IACBE staff to remedy the issues that were identified by the Commissioners and resubmit their materials to the Board of Commissioners for review.
10. Maintain accreditation through the reaffirmation process (steps 2 and 6-9)

Educational Membership

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

1. Submit an application for educational membership. A membership application form can be downloaded from the IACBE website – Become a Member.
2. Pay its membership dues to the IACBE.
3. For institutions located in the United States, the institution must provide evidence that its parent institution has institutional accreditation from a recognized national institutional accrediting organization. This evidence should take the form of a copy of the most recent letter from the recognized national institutional accrediting organization affirming or reaffirming institutional accreditation or other current documentation that confirms accreditation.

For institutions located outside of the United States, the institution must provide documentation of institutional accreditation or recognition from an appropriate organization in the relevant country or region OR a portfolio of documented evidence that is deemed as acceptable by the Board of Commissioners. In cases where this documentation is written in a language other than English, the academic business unit must submit a copy of the original non-English version of the letter, certificate, charter, or license, and an English translation of the original documentation.

4. Provide evidence that its parent institution grants business degrees at the bachelor's, master's, or doctoral level.
5. Provide evidence that its parent institution has a publicly stated mission appropriate to a college or university. This mission must have been approved by the institution's governing body (i.e., trustees, regents, directors).

6. Submit a copy of the most recent catalogs, prospectuses, marketing brochures, or other materials that describe the institution's undergraduate and graduate degree programs. If this material is online, provide the website address (URL) for and an electronic version of this material.¹

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

An educational member is permitted to claim publicly that it is an educational member of the IACBE, but it is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted. If an educational member is found to claim or imply accreditation, the educational member will be referred to the Board of Commissioners for further action.

Once an academic business unit has been admitted to educational membership in the IACBE, the IACBE will prepare the Member Status page and send a link to this page to the institution. This link, denoting the accreditation status, must be provided on the business unit's home page.

Candidate for Accreditation

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

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

1. Be an educational member in good standing of the IACBE.
2. Have at least one group of graduates from each business program to be considered for accreditation eligibility.
3. Attend the IACBE Accreditation Institute which must be completed within one year immediately prior to the submission of the application for candidacy status.
4. Submit a current and complete outcomes assessment plan. The assessment plan must encompass all business programs for which the academic business unit is seeking accreditation, must conform to IACBE expectations and requirements as outlined in the IACBE handbook entitled "*Guidelines for Preparing an Outcomes Assessment Plan*," and must be prepared using the assessment plan template developed by the IACBE.
5. Submit an application for candidacy status, an application supplement containing programmatic information, and pay its application fee. The application is available at www.iacbe.org – Accreditation,
6. Undergo a candidacy visit by an IACBE representative.
7. Be reviewed by the IACBE Board of Commissioners.

Candidacy Timetable

The IACBE works with each academic business unit to establish a timetable for obtaining candidacy status that suits its particular needs. Typically, it takes an academic business unit about two to three months to prepare and compile the materials required for candidacy. Candidacy visits usually take one to two days depending on the location of the institution. If an academic business unit has complex programs, more time may be necessary for the candidacy visit.

¹ A non-editable version such as a PDF file

Costs of Candidacy Visits

IACBE fees are available at <https://iacbe.org/accreditation/process-and-requirements/costs-fees/>

Candidacy visit costs include the application for candidacy fee, transportation (air and/or ground) hotel, meals, and incidental expenses. Since the costs for the candidacy visit are dependent on many factors beyond the application for candidacy fee, the academic business unit should contact the IACBE for a customized estimate that will take all relevant factors into consideration.

First-Time Accreditation and Reaffirmation of Accreditation*

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

1. Have been granted candidacy status by the IACBE Board of Commissioners or have programs that are currently accredited by the IACBE and be in good standing with the IACBE.
2. Have at least one set of graduates for which there are outcomes assessment results for each program to be considered for accreditation.
3. Submit an application for accreditation and pay its application fee. The application must be submitted, and the fee must be paid prior to the beginning of the self-study year. The application is available at www.iacbe.org - Accreditation
4. Fully implement its outcomes assessment plan which includes collecting at least one full set of results for each academic program included in the self-study.
5. Have at least one representative attend the IACBE Accreditation Institute within the year immediately preceding the beginning of the self-study year. If a representative of the academic business unit attends the Accreditation Institute as a part of the candidacy process and the school begins the self-study year with one year of attendance, the requirement will be met. If the individual who attended the Accreditation Institute is no longer employed by the academic business unit, the requirement is no longer considered met and another individual will be required to attend the Accreditation Institute.
6. Prepare and submit a draft self-study and all supporting materials at least 120 days prior to the scheduled site visit.
7. Prepare and submit the final self-study and all supporting materials at least 60 days prior to the scheduled site visit.
8. Undergo a site visit.
9. Be reviewed by the IACBE Board of Commissioners.

*This process applies to business and accounting programs. Institutions may choose to seek the specialized accounting accreditation either concurrently with their business program accreditation or subsequent to their business program accreditation. The specialized accounting accreditation is not a stand-alone accreditation and must be pursued in addition to the business program accreditation. All materials for first-time accreditation and reaffirmation of accreditation are available on the IACBE website at www.iacbe.org – resources – member only resources.

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

Guidelines for preparing the self-study are found in the IACBE's *Self-Study Manual*. *The Self-Study Manual*, the self-study template and the outcomes assessment plan template are available in the Resources area of the IACBE website at www.iacbe.org. It is essential that these guidelines be followed, and templates used when preparing the self-study. Incomplete, inaccurate, or poorly organized information may jeopardize a program's potential for accreditation. The IACBE headquarters is available to answer questions throughout the preparation of the self-study. In addition, mentoring services are available to

assist the academic business unit in preparing the self-study. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.

The Technical Review

As a service to our members, the IACBE provides a technical review of the draft self-study materials. A draft copy of the self-study must be submitted to IACBE headquarters at least 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 technical review of the self-study. 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

1. to identify any technical issues associated with the academic business unit's self-study (i.e., missing, incomplete, and/or inaccurate information) and
2. to help to ensure a smooth visit by the site-visit team. Any missing or incomplete responses and inaccurate information will be communicated to the academic business unit during the technical review consultation. Subsequent to the review, the academic business unit will then revise its self-study accordingly to ensure that it is complete, addresses all Accreditation Principles, and is in the appropriate format with accurate tables.

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

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

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

Site Visit Procedures

Site Visit Team Composition

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

Site visit teams for a school that is seeking the special accounting accreditation either subsequent to or in conjunction with the business accreditation will include at least one member who is considered professionally or academically qualified by IACBE guidelines.

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

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

Logistical Arrangements

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

The IACBE will work with site visit team members to arrange transportation (air and/or ground) to and from the site visit.

Examples of site visit agendas may be requested from IACBE headquarters.

Site Visit Team's Responsibilities

Once site visit team members have accepted an accreditation site visit assignment and a team chair has been designated, the IACBE will notify the academic business unit of the members' names and positions and the dates of their visit. The IACBE will distribute copies of the self-study to each member of the site visit team. Prior to the site visit, team members are expected to examine and review all of the submitted self-study materials and to complete the site visit review form (also referred to as the report of findings) which will guide the team's work during the site visit and provide information to the Board of Commissioners as a part of the review process.

Prior to the site visit, the team chair will work with the academic business unit's primary representative to ensure that sufficient support is available to conduct a successful visit. The site visit team chair is responsible for keeping the team members informed about the site visit arrangements and for conducting pre-visit meetings with the site visit team as required. At least one pre-visit meeting should be held where the team chair will review the specific plans for the site visit, identify the team members who will be responsible for writing specific portions of the team's report of findings, and organize the team so that a successful visit is possible. Additional pre-visit meetings may be required to ensure that the team is adequately prepared and the site visit form is completed in draft form.

Site visit team members will normally arrive the evening before the first day of the official site visit. The team chair will notify the other members of the team of the time and place of their first face-to-face meeting. This meeting may include a discussion of the team's reaction to the academic business unit's self-study and related materials, a review of the agenda for each day of the site visit, and a discussion of how and when its final report of findings will be compiled and forwarded to IACBE headquarters.

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

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

The site visit team chair has overall responsibility for gathering the information gathered during the site visit from the team members and preparing the final site visit evaluation form. The final site visit evaluation form must be submitted to the IACBE headquarters within ten business days of the last day of the site visit. The IACBE staff will use the information from the site visit evaluation form to prepare a written summary of the team findings and to document any requests for information that the team made during the site visit. This summary will be sent to the academic business unit's primary representative for review and comment and will include the timeline for the institution's accreditation status to be considered by the Board of Commissioners.

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

Academic Business Unit Response

A written response by the academic business unit's primary representative, or his or her designee, is required by the date indicated in the site visit findings letter. The IACBE Board of Commissioners cannot

review the academic business unit's request for accreditation without this response. Accordingly, a specific written response to each finding, indicating areas of agreement, disagreement, and/or clarification, must be provided by the academic business unit along with all additional requested documents.

Accreditation Actions by the Board of Commissioners

The Board of Commissioners is the independent accreditation decision-making body of the IACBE and is composed of members from the IACBE accredited membership and at least one member who represents the general public. The Board of Commissioners normally meets during the annual meeting and at other times during the year as determined by the IACBE president in consultation with the chair of the Board of Commissioners. The Board of Commissioners determines the accreditation status of the business programs of an academic business unit.

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

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

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

Candidacy Actions

When the candidacy application is complete, the Board of Commissioners will review the application, the candidacy visit report, and the academic business unit's response, and will take one of the following actions on an academic business unit's request for candidacy status:

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

Candidacy Granted

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

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

Candidacy status in the IACBE normally will not exceed five years. Under extenuating circumstances, an extension of an academic business unit's candidacy status may be approved by the Board of Commissioners. In those cases in which an extension is granted, academic business units may be required to undergo a mentoring visit in order to address the issues that led to the extension request. Under no circumstance is there any guarantee that the business programs of candidates for accreditation will be accredited. This determination is made by the IACBE Board of Commissioners after a self-study is prepared and a site visit is conducted.

A candidate for accreditation is not allowed to claim or imply accreditation by the IACBE until accreditation has been granted. If a candidate for accreditation is found to claim or imply accreditation, the candidate will be referred to the Board of Commissioners for further action.

Once an academic business unit has been admitted to candidacy status in the IACBE, the IACBE will prepare the Member Status page and send a link to this page to the institution. This link, denoting the accreditation status, must be provided on the business unit's home page.

Action on Candidacy Deferred

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

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

Candidacy Denied

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

1. The request for such a hearing must be made within fifteen days of the date of notification of the denial, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' written statement of denial.

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

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

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

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

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

Accreditation Actions

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

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

Accreditation Granted

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

- **Observations.** Observations are suggestions for improvement that are intended to assist the academic business unit in achieving excellence in business education. Action by the academic business unit on observations is recommended but is not required.
- **Notes.** Notes represent areas in which the academic business unit is in compliance with the IACBE's Accreditation Principles, but not with some of the criteria. The academic business unit is required to take action on notes by the deadline set by the Board of Commissioners. If no deadline is set, the institution has up to three years to eliminate the deficiencies identified in the notes. Until the IACBE Board of Commissioners determines that these deficiencies have been eliminated, the academic business unit must submit a note compliance report by November 1 of each year.

Action on Accreditation Deferred

When the business programs of an academic business unit that is a candidate for accreditation or that is seeking reaffirmation of accreditation are found to be in noncompliance with any of the IACBE's

Accreditation Principles, the Board of Commissioners may defer action on accreditation for a time period not to exceed three years pending remedial action and/or receipt of additional information. The Board of Commissioners will provide written reasons for the deferred action and will invite the academic business unit to respond.

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

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

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

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

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

Accreditation Denied

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

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

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

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

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

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

New Program Review

An academic business unit must notify the IACBE of any new business programs that it begins to offer after accreditation has been granted. For IACBE purposes, a new business program is defined to be any business program that is added to an institution's offerings subsequent to the granting of accreditation, that is substantially different from the programs that are already accredited by the IACBE, and that does not appear in the listing of accredited programs that are identified in the attachment to the institution's accreditation letter. These new programs may be newly created, or existing programs transferred to the academic business unit to administer.

New programs must have at least one set of graduates before the Board of Commissioners will consider them for accreditation. A self-study must be submitted for the new programs. The New Program Accreditation manual is available in the Member Only Resource area of the IACBE website – www.iacbe.org.

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

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

1. Submit an application for new program accreditation.
2. Pay its application fee for new program accreditation to the IACBE.
3. Provide evidence that its parent institution has recognition from a recognized national institutional accreditation organization that allows it to offer the new program.
4. Submit a copy of the most recent catalogs, prospectuses, marketing brochures, or other materials that describe the institution's undergraduate and graduate degree programs. If this material is online, provide the website address (URL) for and an electronic version of this material.
5. Provide evidence that each of the new business programs has produced at least one set of graduates.
6. Submit an outcomes assessment plan that addresses student learning assessment for each new program for which the academic business unit is seeking accreditation.
7. Prepare a new program self-study.

8. Host a site visit, if required. A site visit may be required for any new program but will be required for a new program if the new program is at a higher academic level than previously approved programs.
9. Be reviewed by the IACBE Board of Commissioners.

Guidelines for preparing the new program self-study are found in the IACBE's *New Program Accreditation Manual* available on the IACBE website at www.iacbe.org – resources – member only resources. The IACBE headquarters is available to answer questions throughout the preparation of the self-study. In addition, mentoring services are available to assist the academic business unit in preparing the self-study. For more information about IACBE mentoring services, see Section Nine: Mentoring Program.

The timeline for the Board of Commissioners to review the new program(s) should be discussed with IACBE staff to ensure a smooth process. New program reviews that will require a site visit will follow the same timeline as accreditation visits – the draft documents are due at least 120 days prior to the planned site visit and the final documents are due at least 60 days prior to the scheduled visit. Once the final documents are received, the planned date for Board of Commissioner review will be set pending receipt of any additional information that is required as a result of the site visit. New program reviews that do not require a site visit must submit the completed draft documents at least 90 days prior to the scheduled Board of Commissioners meeting and the final documents at least 45 days prior to the scheduled meeting.

No accreditation review will be conducted until the IACBE has received the final self-study documents.

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

Public Notification of Accreditation

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

[Institution's name] has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road, Suite 300, Overland Park, Kansas, USA. The business programs in the following degrees at the listed locations are accredited by the IACBE:

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

The following locations are approved to offer the above listed business programs:

- *Location Name*
Address Line 1
Address Line 2

If the institution has undergone the special accounting accreditation process and received special accounting accreditation, the following wording should be used followed by a list of the accounting programs that received specialized accounting accreditation:

In addition, the (Business Unit's Name) has received special accounting accreditation for its accounting program through the IACBE. The accounting program in the following degree is accredited by the IACBE:

Public Accountability

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

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

See Section 4 of this document for detailed reporting requirements.

SECTION THREE: CHANGES IN ACCREDITATION STATUS

Probation

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

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

When the business programs of an academic business unit are placed on probation, the academic business unit will be notified of and requested to respond to the issues that caused the probationary status. These issues must be remedied within the time frame specified by the IACBE Board of Commissioners but will not exceed two years. When the deficiencies are ameliorated, the academic business unit will submit to the IACBE a written request for a review and removal of the probationary status.² A commissioner or designated representative may visit the academic business unit to verify that the deficiencies have been corrected to the satisfaction of the IACBE Board of Commissioners. The report of these findings is made to the Board of Commissioners for its final disposition. If the deficiencies are not corrected or if the academic business unit does not submit a request for removal of probationary status within the specified time period, the academic business unit will be subject to withdrawal of accreditation of its business programs.

Withdrawal of Accreditation

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

1. Suspension of Accreditation
2. Revocation of Accreditation

The IACBE will notify the institution and its academic business unit by certified mail regarding the business programs facing withdrawal of accreditation. The academic business unit will have a 30-day time period in which to initiate an appeal of accreditation withdrawal. The accreditation status of the business programs of the academic business unit is protected pending final disposition of the appeal process (see the subsection entitled "Due Process"). The types of withdrawal of accreditation actions are described below.

² While the academic business unit is expected to report on its progress toward remedying each deficiency in its annual report to the IACBE, a separate letter is required to request that its probationary status be reviewed by the Board of Commissioners.

Suspension of Accreditation

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

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

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

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

Revocation of Accreditation

Revocation of accreditation may occur when the institution has failed to pay the dues and fees required to maintain accreditation. In other cases, revocation of accreditation most often follows suspension by the IACBE, and thereafter, the failure of the academic business unit to correct deficiencies noted by the IACBE. A revocation of accreditation applies to all programs at the institution that are accredited by the IACBE. A judgment of revocation by the IACBE requires that the academic business unit begin anew the process of accreditation in order to regain it.

Due Process

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

1. A right of appeal as described below; the academic business unit will have a 30-day time period in which to initiate an appeal of accreditation withdrawal. The accreditation status of the academic business unit's business programs is protected pending final disposition of the appeal process.
2. Opportunity for a hearing before the Board of Commissioners on all material issues in controversy.

3. Written prior notice of the proceedings, the charges levied, and the standards by which the programs are ultimately to be judged.

Appeal procedures have been established for academic business units whose business program accreditation has been withdrawn. These procedures are intended to provide due process to academic business units claiming to be aggrieved by the withdrawal actions. They do not apply to decisions by the IACBE to deny accreditation. An academic business unit must file an appeal with the IACBE, signed by the chief executive officer of the institution, within 30 days after withdrawal notification by the IACBE. An appeal of withdrawal of accreditation by the IACBE must be on the grounds that such a decision was:

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

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

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

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

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

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

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

When the decision of the Board of Commissioners is affirmed by the Board of Appeal, the appeal will be deemed to have received final disposition upon issuance of the decision of the Board of Appeal. An appeal remanded to the Board of Commissioners by the Board of Appeal shall be deemed to have received final disposition when the Board of Commissioners takes final action on the remand.

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

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

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

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

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

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

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

If the academic business unit does not exercise its right of appeal within the 30-day time period afforded to it, or if the academic business unit's appeal is denied and the withdrawal of accreditation is upheld, then the academic business unit and its parent institution must strike any reference to IACBE accreditation from their websites, catalogs, and other public documents.

Voluntary Withdrawal

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

SECTION FOUR: REPORTING REQUIREMENTS

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

Regardless of the issues that a nationally recognized institutional accrediting body or its equivalent considers to be substantive, the following changes must be reported to the IACBE on the forms provided on the IACBE website in the Compliance section within 30 days of the change.

<https://iacbe.org/accreditation/compliance/>

Public Disclosure of Student Achievement

List of Accredited Programs

Web Path Notification Form

Note Compliance

Interim Quality Assurance Report

Changes in Programs and/or Locations

- Program offerings Outside of Your Home Country
- New Programs
- Terminated Programs
- Changes in Existing Programs
- Changes in Educational Locations/Instructional Sites

Changes in Academic Business Unit Name

Changes in Contact Information

Other Changes

The institution (including the academic business unit) may not reflect these changes on their website or in published materials until the IACBE has received the required notification.

Public Disclosure of Student Achievement

The IACBE requires institutions with accredited business programs to provide evidence of student achievement that is readily accessible to the public.

In accordance with this guideline, schools must report at least one of the following on an annual basis for each IACBE accredited program.

- Attrition and retention
- Graduation rates
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)

- Acceptance into graduate programs
- Successful transfer of credit

A link(s) to the Public Disclosure of Student Achievement must be posted by November 1 of each year on the home page of each academic/business unit that offers degree programs that are accredited by the IACBE. The disclosure must include results from the most recently concluded academic year. A template to disclose student achievement is provided on the IACBE website at <https://iacbe.org/accreditation/compliance/public-disclosures/>

Institutions are also required to submit the Web Path Notification Form to the IACBE on an annual basis, by November 1 of each year. The path must lead to the disclosure document. The form is provided on the IACBE website at <https://iacbe.org/accreditation/compliance/web-path-notification/>

Note: If there are accredited business programs that are offered by more than one academic business unit (e.g., a School of Business and a School of Continuing and Professional Studies), and consequently the public disclosures are posted on different pages of the institution's website corresponding to each business unit, separate forms should be completed for each academic business unit.

List of Accredited Programs

Institutions with IACBE accredited business programs must post a link to their member status page on the academic business unit home page. The status page is maintained by the IACBE, therefore it is imperative that all changes detailed in the preceding section are reported to the IACBE within 30 days so that the changes are accurately reflected on the member status page. An institution may also choose to utilize the wording that is contained in their Member Status Page in the catalog, website, or other marketing materials.

Web Path Notification Form

All accredited members of the IACBE must submit the Web Path Notification Form annually by November 1 of each year.

Note Compliance

Accredited members of the IACBE who have received notes accompanying their accreditation must report the actions taken to address the issues in the notes by the due date given in the Board of Commissioners Decision letter. Notes that have a due date of one year or more must report on the actions taken to address the issues in the note(s) on an annual basis (deadline of November 1 each year) or until the note is satisfied. The Board of Commissioner's letter that is sent to notify the institution of the Commissioner's decision contains any notes that the Commissioners have given along with the due date. If a due date is not provided, the note must be cleared within three years of the date of the applicable Commissioners meeting.

It is the institution's responsibility to ensure that it meets all reporting requirements for the notes that it receive. If the note is not cleared by the due date, the Board of Commissioners may take any of the actions identified in Section Three - Changes in Accreditation Status in this manual.

Interim Quality Assurance Report (IQAR)

All accredited members of the IACBE are required to submit an Interim Quality Assurance Report mid-way through the awarded period of accreditation. The report focuses on major changes that have taken place in the academic business unit, and in any institution of which it is a part, in areas such as outcomes assessment; faculty composition and qualifications; faculty and student policies and procedures; governance; financial, physical, learning, and technological resources; and other areas that relate to the IACBE's Accreditation Principles.

The due date for the IQAR is contained in the original accreditation letter sent by the Board of Commissioners and on the institution's member status page. The IQAR is due by November 1 of the year in which it is due.

The IACBE staff will review the IQAR and submit a summary report to the Board of Commissioners for their review and approval. The Board of Commissioners will vote to accept the IQAR from each school, may require additional information/clarification from the institution or may vote to take action to include, but not limited to, placing the institution in a probationary status. See Section Three on Changes in Accreditation Status in this manual for further details.

Changes in Programs and/or Locations

Report on Program Offerings Outside of Your Home Country

If an institution has begun to offer any of its IACBE-accredited programs outside of its home country or has terminated IACBE-accredited programs in another country or countries the **Report on Program Offerings Outside of Your Home Country** must be submitted. In addition, if the program(s) are delivered in partnership with other institutions, this information must be provided.

Report on New Programs

If an institution has established any new business programs (including new majors, concentrations, specializations, emphases, options, and tracks) that it wishes to have included in its list of accredited programs the **Report on New Programs** must be submitted.

New Programs fall in to two broad categories:

Existing program with new major, concentration, etc.

For example, if an institution offers a Bachelor of Business Administration (BBA) degree with a variety of concentrations, and the BBA has a common core across all concentrations, the institution may add new concentrations. For a program to be eligible for staff review, the change must be limited to a new major, concentration, etc. that is added to an already approved business degree program – as in the above situation.

New Program with Unique Core

For example, if an institution offers a BBA and plans to add a Bachelor of Accounting with a unique core, the institution must submit the New Program self-study, potentially undergo a site visit, and be considered by the Board of Commissioners. A site visit may be required for any new program. The Board of Commissioners may waive the requirement of the site visit if the new program is at an equal or lower academic level than programs that are already accredited by the IACBE.

IACBE staff will review the Report on New Programs to determine if the program meets the criteria for a staff review or if the new program must go through the New Program Self-Study process.

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until the review process is completed and if required the program(s) have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

Report on Terminated Programs

If an institution has terminated any IACBE-accredited business programs the Report on Terminated Programs must be submitted.

Report on Changes in Existing Programs

If an institution has made changes in any IACBE-accredited business programs the Report on Changes in Existing Programs must be submitted.

Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.

Report on Changes in Educational Locations/Instructional Sites

If an institution has established any new educational locations or instructional sites at which IACBE-accredited programs are offered or have discontinued/closed operations at any location or site, the Report on Changes in Educational Locations/Instructional must be submitted.

Changes in Academic Business Unit Name

All members of the IACBE (i.e., all Educational Members, Candidates for Accreditation, and Accredited Members) must report on changes in the name of their academic business unit within 30 days of the change.

Changes in Contact Information

All members of the IACBE (i.e., all Educational Members, Candidates for Accreditation, and Accredited Members) must report on changes in their contact information within 30 days of the changes(s). Changes include the primary representative, the alternate representative, the President/CEO, Provost/Vice-President of Academics. It is critical to ensure that the IACBE has the correct contact information for the primary representative, as the primary representative receives all official IACBE notifications as well as the invitation to vote on changes that require a vote of the assembly.

Other Changes

Other changes that must be reported to the IACBE include the following:

- Changes in the Institution's Name and/or Address
- Changes in the Institution's Phone and/or Fax Numbers
- Changes in the Institution's Website Address
- Changes in the Type of Institution (i.e., public, private nonprofit, private for-profit)
- Changes in the Institutional Accreditation, Recognition, or Authorization Status of the Institution
- Mergers, Acquisitions, or Closing of the Institution

Changes in the Institution's Name and/or Address

If an institution's name or address has changed the Other Changes form must be completed. The IACBE may request verification of the change.

Changes in the Institution's Phone and/or Fax Numbers

If an institution's phone and/or FAX numbers have changed the Other Changes form must be completed.

Changes in the Institution's Website Address

If an institution's website address has changed the Other Changes form must be completed.

Changes in the Type of Institution (i.e., public, private nonprofit, private for-profit)

If an institution's type has been legally changed (i.e., public, private nonprofit, private for-profit) the Other Changes form must be completed. The IACBE may request verification that the change has been completed and has been approved by the institution's accrediting/recognition body.

Changes in the Institutional Accreditation, Recognition, or Authorization Status of the Institution

If an institution's *accreditation, recognition, or authorization status* has changed the Other Changes form must be completed. The IACBE may request verification of the change.

Mergers and Acquisitions - Change of Ownership

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

If an institution notifies the IACBE prior to the change in ownership, provides all requested information, and is approved by the Board of Commissioners, the accredited business programs will maintain their accredited status.

If an institution does not notify and gain approval of the change of ownership prior to the implementation of the change, the following process will be followed:

1. **Automatic Suspension of Accreditation.** Any change in ownership or control of an institution automatically results in the immediate suspension of accreditation by the IACBE. Such action is authorized without prior notice or hearing and with immediate public notice. Reinstatement of accreditation may be regained only upon application to and reconsideration by the IACBE.
2. **Reinstatement of Accreditation.** When automatic suspension occurs, accreditation may be reinstated at the discretion of the IACBE at such time and according to terms and conditions that it has established or may establish. The burden of application for reinstatement is entirely upon the academic business unit. The academic business unit will have a 60-day time period in which to file an application for reinstatement. The President of the IACBE, in consultation with the Board of Commissioners, has the authority to grant a temporary reinstatement of accreditation for a period of time sufficient to allow for the review of all appropriate documentation. The temporary reinstatement period is not to exceed twelve months. The Board of Commissioners will consider and determine the final disposition of the academic business unit's application for reinstatement of accreditation.
3. **Effect of Change.** Until the application for reinstatement of accreditation (either permanent or temporary) has been approved, the accreditation of the business programs of the academic business unit remains suspended. If reinstatement of accreditation is withheld, or if the academic business unit does not apply for reinstatement of accreditation within the 60-day time period afforded to it, the matter shall be treated as a revocation of accreditation. In this case, no further remedy is available to the academic business unit for the period of one year, after which it must begin anew the process of accreditation in order to regain it. The academic business unit and its parent institution must also strike any reference to IACBE accreditation from their websites, catalog, and other public documents.

Closing of the Institution/Ceasing to Operate

When the IACBE receives information, from whatever source, that an institution has closed/ceased operation the IACBE will immediately take steps to verify the information.

If an institution has ceased to operate, the accreditation of its business programs is summarily suspended. Such action is authorized without prior notice or hearing and with immediate public notice. The institution and its academic business unit will be notified in writing of the suspension at its last known address. If no petition to lift the suspension is received within 30 days of this notification, the suspension automatically becomes a revocation of accreditation.

When possible, all of the above reports should be submitted prior to the implementation of the change. If this is not possible, the change must be reported within 30 days of its implementation. In all instances, new programs may not be added to an academic business unit's list of accredited programs prior to notification from the IACBE that the new program(s) have been approved.

SECTION FIVE: PROCEDURE FOR THIRD-PARTY COMPLAINTS

Introduction

The IACBE exists to promote and recognize excellence in business education and expects its members and their accredited programs to comply with its accreditation principles and policies. The IACBE will review complaints from third parties, such as students, faculty members, or other interested parties, pertaining to alleged noncompliance with its accreditation principles or policies.

Process

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

Third-party complaints must:

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

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

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

SECTION SIX: CONFLICTS BETWEEN ACCREDITATION PRINCIPLES, POLICIES, AND PROCEDURES AND NATIONAL, STATE, OR LOCAL LAWS

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

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

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

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

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

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

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

In situations not otherwise covered in this manual, the following policies and procedures will apply to cases in which an academic business unit and/or its parent institution request a reconsideration of a decision by the Board of Commissioners:

1. If an academic business unit and its parent institution disagree with a decision of the Board of Commissioners, they may request a reconsideration of the decision and may present their case, including new information and/or evidence, in a fair and impartial hearing before the Board of Commissioners at its next regularly-scheduled meeting. The right to such a hearing and the procedures that will apply to the hearing (as detailed in items 2-6 below) will be communicated in writing to the academic business unit and its parent institution.
2. The procedures for a request for reconsideration hearing are as follows:
 - a. The request for such a hearing must be made within fifteen days of the date of notification of the decision, must be in writing, and must be signed by the chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the Board of Commissioners' written statement of its decision.
 - b. The academic business unit and its parent institution may present only information and/or evidence not already considered. The academic business unit and its parent institution may send one or more representatives, including legal counsel, to present their case. The IACBE records and subsequently transcribes all proceedings of this type for its own use.

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

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

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

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

SECTION EIGHT: CHANGES IN ACCREDITATION MANUALS

The following policies and procedures will apply to changes in the IACBE's accreditation principles contained in the *Self-Study Manual*:

1. The IACBE's accreditation principles may be amended by a recommendation of the Board of Commissioners.
2. The primary representative of any academic business unit member of the IACBE may recommend changes in the IACBE's accreditation principles. These recommendations must be sent to the Board of Commissioners.
3. A four-week period of public comment on proposed revisions to the IACBE's accreditation principles must precede any vote on the amended principles. The notice of public comment on proposed revisions to the IACBE's accreditation principles must be sent to the primary representatives of all academic business unit members of the IACBE and must also be posted on the IACBE's website.
4. Voting by the primary representatives on the amended accreditation principles may be conducted at the annual conference or electronically.
5. Changes to the IACBE's accreditation principles must be approved by two-thirds of the primary representatives who are voting.

SECTION NINE: MENTORING PROGRAM

Introduction

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

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

Mentoring Services

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

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

Mentoring Process

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

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

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

Costs

The costs of the mentoring visit will be paid in advance by the institution. These costs include travel expenses, hotel accommodations, meals, incidental expenses, and transportation for the mentor. Fees are available at <https://iacbe.org/accreditation/process-and-requirements/costs-fees/> .

APPENDIX: GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

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

Board of Commissioners: The Board of Commissioners is the independent accreditation decision-making body of the IACBE and is elected by the organization’s membership in accordance with IACBE bylaws. The commissioners review and evaluate requests for specialized business program accreditation and determine the accreditation status of all IACBE academic business unit members. The commissioners are responsible for maintaining and updating the IACBE accreditation processes and associated manuals.

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

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

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

Business Program: A program of study consisting of an organized set of courses, modules, credits, classes, subjects, papers, etc. that satisfies all of the following three criteria: (1) the program leads to the awarding of a degree, diploma, or other equivalent credential at the associate, bachelor’s, master’s, or doctoral level, (2) the credit hours (or contact hours as applicable) in the traditional areas of business education in the courses, modules, credits, classes, subjects, papers, etc. comprising the program constitute 30 percent or more of the total hours required for an undergraduate degree, diploma, or other equivalent credential, or 50 percent or more of the total hours required for a graduate degree, diploma, or other equivalent credential, and (3) the program appears on a student’s official transcript, diploma supplement, or other official record of program completion.

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

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

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

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

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

Direct Measures: *See Measures, Direct*

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

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

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

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

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

Findings: Items and issues identified by a site-visit team resulting from its visit to the institution and its evaluation of the academic business unit's self-study in order to determine compliance with the IACBE's Accreditation Principles. The IACBE Board of Commissioners examines these findings to determine if the academic business unit has demonstrated compliance with the principle, has non-compliance related issues to remedy or is not compliance with the principle.

Goal: *See Mission/Goal/Objective*

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

IACBE: The International Accreditation Council for Business Education. The IACBE is a specialized accrediting body that promotes and recognizes excellence in business education. The mission of the IACBE is to advance academic quality in business programs through evidence-based accreditation that encourages institutions to build unique educational models to reflect their mission and vision.

Indirect Measures: *See Measures, Indirect*

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

- Is an academic institution that is institutionally accredited by and in good standing with an appropriate recognized national institutional accrediting organization; and
- Has an approved, publicly stated mission appropriate to a college or university; and
- Offers at least one associate- bachelor- or graduate-level program in business, accounting or business-related fields with enrolled students, for at least two years.

See also "Recognized National Institutional Accreditation."

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

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

Interim Quality Assurance Report (IQAR): The IQAR is intended to ensure that institutions remain in compliance with IACBE accreditation principles during their accreditation period. The report is normally due at approximately half-way through the accreditation cycle, but the Board of Commissioners may require more frequent submission of the IQAR if deemed necessary.

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

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

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

Mission/Goal/Objective: *Mission* is a statement of the purpose of an institution or an academic business unit, the reason(s) for its existence, and sometimes includes its future direction or vision. *Goals* are established to place into action various facets of the mission, purpose, and vision of the institution or the academic business unit (the results it wants to accomplish in the future). The mission and goals of the academic business unit should be congruent with those of the institution. *Objectives* are the specific, measurable results that the institution or the academic business unit expects to achieve consistent with its mission and goals.

New Business Program: For IACBE purposes, a new business program is defined to be any business program (including new majors, concentrations, specializations, emphases, options, and/or tracks) that is added to an institution's offerings subsequent to the granting of accreditation and that does not appear in the listing of accredited programs that are identified on the Member Status Page.

New Programs fall into two broad categories:

Existing program with new major, concentration, etc.

For example, if an institution offers a Bachelor of Business Administration (BBA) degree with a variety of concentrations, and the BBA has a common core across all concentrations, the institution may add new concentrations. For a program to be eligible for staff review, the change must be limited to a new major, concentration, etc. that is added to an already approved business degree program – as in the above situation.

New Program with Unique Core

For example, if an institution offers a BBA and plans to add a Bachelor of Accounting with a unique core, the institution must submit the New Program self-study, potentially undergo a site visit, and be considered by the Board of Commissioners. A site visit may be required for any new program. The Board of Commissioners may waive the requirement of the site visit if the new program is at an equal or lower academic level than programs that are already accredited by the IACBE.

Note: Notes represent areas in which the academic business unit is in compliance with the IACBE's Accreditation Principles, but not with some of the criteria. The academic business unit is responsible for taking corrective action on all notes in the commissioners' accreditation letter within the specified timeframe. The academic business unit is required to report corrective action taken on each note in its annual report until the deficiencies identified in the note have been eliminated.

Objective: *See Mission/Goal/Objective*

Observation: An observation is a recommendation by the IACBE Board of Commissioners that it believes would be helpful to the academic business unit in achieving excellence in business education. Action on observations is highly recommended but is not required.

Off-Campus: Any site other than the main campus at which courses are taught by the academic business unit is considered to be "off campus." Online and/or video delivery of courses to dedicated sites may also be considered "off-campus."

Operational Effectiveness: The ability of the academic business unit to accomplish its operational goals and intended operational outcomes.

Outcomes Assessment Plan: A document prepared by an academic business unit that outlines the process it uses to measure the academic quality of its business programs, the extent of its operational effectiveness, and the degree to which it is accomplishing its mission and broad-based goals. For IACBE purposes, the document includes a statement of mission and broad-based goals (both student learning and operational goals); identification of intended student learning outcomes and their associated measurement tools for each business program; identification of intended operational outcomes and their associated

measurement tools; and a description of the ways in which outcomes assessment is integrated into both the institution's and the academic business unit's strategic planning and budgeting processes.

Principle: The IACBE's Accreditation Principles represent its requirements for accreditation. The accreditation principles are based on best practices in business education as defined by the IACBE's "Characteristics of Excellence in Business Education." Each principle is linked to one or more characteristics of excellence. Principles allow for a continuum of accomplishment, and are used to assess outcomes, evaluate progress toward excellence, and encourage continuous improvement.

Program Coverage: Identifies the field of study and courses assigned to a faculty member as part of his/her teaching load, in order to provide evidence of compliance with the IACBE's Accreditation Principle 5.2: Deployment of Business Faculty, Table 5-4 Business Program Coverage by Qualified Faculty.

Reaffirmation of Accreditation: Once a business program has been granted accreditation by the IACBE, an academic business unit must have that accreditation reaffirmed periodically by developing a self-study, undergoing a site visit, and being reviewed by the IACBE Board of Commissioners.

Realized Outcome: A measurable statement of performance resulting from the implementation of a course of action. A realized outcome may or may not be an indicator of success in achieving goals and objectives.

Recognized National Institutional Accreditation: Institutional accreditation granted to an academic institution by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (DOE). For IACBE purposes, the equivalent for institutions located outside of the United States would be recognized institutional accreditation from an appropriate organization in the relevant country or region.

Rubric: An established guide used to provide consistent evaluations of assessment results generated by identified measurement instruments. A rubric establishes criteria for objective assessment and evaluation. A rubric can be a description of performance characteristics corresponding to points on a rating scale, or an explicit expectation of performance qualities on a rating scale, or a defined scoring point on a scale.

Scholarly and Professional Activities: Those activities and tasks that faculty members undertake in order to enhance and further develop their knowledge, skills, and abilities within their fields of study.

Self-Study: A comprehensive report prepared by an academic business unit that documents the extent of the unit's compliance with the IACBE's Accreditation Principles.

Site Visit: A comprehensive, on-campus review of the academic business unit's business programs and operations in response to the unit's request for specialized program accreditation. The site visit includes evaluation of the academic business unit's self-study by an IACBE site-visit team of professionally trained peer reviewers.

Specialized Business Program: A niche program in business that is designed to serve a relatively small target audience. Examples include programs such as health care management, supply-chain management, hospitality management, sport management, and forensic accounting. Given their unique focus, undergraduate specialized business programs may justify deviation from Common Professional Component (CPC) coverage.

Student Learning Outcomes: Measurable knowledge, skills, and abilities of students related to a course or program of study.

Traditional Areas of Business Education: The following typical disciplinary areas in business: business administration, accounting, finance, human resources, information management, international business, management, marketing, economics (principles of microeconomics/macroeconomics), business law, business ethics, business communication, and business-related quantitative methods.