

**Moving. Forward. Together.**

Accreditation Principles and Evaluation Criteria

for the Accreditation of Business Programs

Revised December 2017

December 2017

International Accreditation Council for Business Education

11374 Strang Line Road

Lenexa, Kansas 66215 • USA

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### Cover Page: Summary Institutional Information

|  |  |
| --- | --- |
| **Name of Institution** |  |
| **Chief Executive Officer’s Name/Title** |  |
| **Chief Academic Officer’s Name/Title** |  |
| **Head of Academic Business Unit’s Name/Title** |  |
| **Academic Year Covered by Self-Study** |  |
| **Date of Submission of Self-Study to the IACBE** |  |
| **Primary Contact During Accreditation Site Visit:** |  |
| Name |  |
| Title |  |
| Street Address |  |
| City and State or Country, ZIP/Postal Code |  |
| Phone (with Country Code if Outside of the U.S.) |  |
| Fax (with Country Code if Outside of the U.S.) |  |
| E-mail |  |

# ORGANIZATIONAL AND PROGRAMMATIC PROFILE

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

1. Provide the following information pertaining to the academic business unit:
   1. A description of the relationship between the academic business unit and the institution.

* 1. A copy of the academic business unit’s organizational chart (this should be placed in an appendix of the self-study).

1. Provide Table OPP-1: Business Programs Included in the Accreditation Review.
2. For each of the business programs listed in item 2 above (including all majors contained within the program), provide a copy of an official student transcript, diploma supplement, or other official record of program completion on which the degree or program name appears (these should be placed in an appendix of the self-study).
3. Provide Table OPP-2: Public Notification of Accreditation.
4. Provide Table OPP-3: Institutional and Business Program Enrollments.
5. Provide Table OPP-4: Number of Students in Business Programs.
6. Provide Table OPP-5: Number of Business Students by Program Level.
7. Provide Table OPP-6: Degrees Conferred in Business Programs.
8. Provide Table OPP-7: Number of Business Faculty.
9. Provide evidence that the institution is authorized to award degrees in each of the countries where the business programs included in the review are offered.

1. Describe any situations present at your institution requiring a special understanding during the business accreditation process.

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

|  |  |  |
| --- | --- | --- |
| **PROGRAMS** | **LOCATIONS** | **PARTNER INSTITUTIONS** |
| **ASSOCIATE-LEVEL PROGRAMS** | | |
|  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | |
|  |  |  |
|  |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | |
|  |  |  |
|  |  |  |
| **DOCTORAL-LEVEL PROGRAMS** | | |
|  |  |  |

Table OPP-2: Public Notification of Accreditation

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

Table OPP-3: Institutional and Business Program Enrollments

|  |  |  |
| --- | --- | --- |
| 1. **INSTITUTIONAL ENROLLMENT BY HEADCOUNT** | | |
| **SELF-STUDY YEAR** | **YEAR PRIOR** | **TWO YEARS PRIOR** |
|  |  |  |
| 1. **NUMBER OF STUDENTS BY HEADCOUNT IN ACCREDITED BUSINESS PROGRAMS** | | |
| **SELF-STUDY YEAR** | **YEAR PRIOR** | **TWO YEARS PRIOR** |
|  |  |  |

Table OPP-4: Number of Students in Business Programs

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAM** | **NUMBER OF STUDENTS BY HEADCOUNT** | | |
| **SELF-STUDY YEAR** | **YEAR**  **PRIOR TO**  **SELF-STUDY YEAR** | **TWO YEARS**  **PRIOR TO**  **SELF-STUDY YEAR** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | |
| Associate of Applied Science in Business |  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | | |
| Bachelor of Business Administration with a Concentration in Marketing |  |  |  |
| Bachelor of Science in Accountancy |  |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | | |
| Master of Business Administration with a Specialization in Marketing |  |  |  |
| Master of Public Accountancy |  |  |  |
| **DOCTORAL-LEVEL PROGRAMS** | | | |
| Ph.D. in Business |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAM-LEVEL** | **NUMBER OF STUDENTS BY HEADCOUNT** | | |
| **SELF-STUDY YEAR** | **YEAR**  **PRIOR TO**  **SELF-STUDY YEAR** | **TWO YEARS**  **PRIOR TO**  **SELF-STUDY YEAR** |
| Associate-Level Students |  |  |  |
| Bachelor’s-Level Students |  |  |  |
| Master’s-Level Students |  |  |  |
| Doctoral-Level Students |  |  |  |
| **TOTALS** |  |  |  |

Table OPP-6: Degrees Conferred in Business Programs

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

Table OPP-7: Number of Business Faculty

|  |  |
| --- | --- |
| **TYPE OF FACULTY** | **NUMBER** |
| Full-Time Business Faculty |  |
| Part-Time/Adjunct Business Faculty |  |

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

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

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

1. Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its internal stakeholders, including administrators, faculty, professional staff, and students.
2. Identify and explain the ways in which the academic business unit demonstrates a commitment to ethical and responsible interactions with its external stakeholders, including prospective students and their families; alumni; employers; accreditation agencies; organizations that supply funding; governmental oversight bodies; and other members of the public who may have an interest in the academic business unit.
3. Describe the system, including published policies, procedures, and processes, that the academic business unit employs to promote, foster, and support ethical and responsible behavior of its administrators, faculty, professional staff, and students.
4. Provide copies of the published policies, procedures, and processes identified in item 3 above.
5. Identify and describe the methods or mechanisms employed by the academic business unit for detecting and addressing breaches of ethical and responsible behavior.

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

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

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

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

## Principle 2: Quality Assessment and Advancement

### 2.1: Assessment Planning

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

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

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

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

1. For each business program included in the accreditation review, provide Table 2-1: Student Learning Assessment Results for each program included in the outcomes assessment plan.
2. Provide Table 2-2: Operational Assessment Results.
3. Based on the assessment results reported in items 1 and 2 above, provide a narrative appraisal of the extent to which the academic business unit is achieving its mission and broad-based goals.

Table 2-1: Student Learning Assessment Results

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | |
| ***Insert Program Name Here*** | | | | | | | | | |
| * 1. **Summary of Results from Implementing Direct Measures of Student Learning:** | | | | | | | | | |
| 1. |  | | | | | | | | |
| 2. |  | | | | | | | | |
| 3. |  | | | | | | | | |
| 4. |  | | | | | | | | |
| * + - * 1. **Summary of Results from Implementing Indirect Measures of Student Learning:** | | | | | | | | | |
| 1. |  | | | | | | | | |
| 2. |  | | | | | | | | |
| 3. |  | | | | | | | | |
| 4. |  | | | | | | | | |
| * 1. **Summary of Achievement of Intended Student Learning Outcomes:** | | | | | | | | | |
| **Intended Student Learning Outcomes**  **(ISLOs)** | | **Learning Assessment Measures** | | | | | | | |
| **Direct Measures of Student Learning** | | | | **Indirect Measures of Student Learning** | | | |
| **Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** |
| 1. |  |  |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |  |  |

Table 2-2: Operational Assessment Results

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Summary of Results from Implementing Operational Assessment Measures/Methods:** | | | | | | | | | |
| 1. |  | | | | | | | | |
| 2. |  | | | | | | | | |
| 3. |  | | | | | | | | |
| 4. |  | | | | | | | | |
| 5. |  | | | | | | | | |
| 6. |  | | | | | | | | |
| 7. |  | | | | | | | | |
| 8. |  | | | | | | | | |
| 1. **Summary of Achievement of Intended Operational Outcomes:** | | | | | | | | | | |
| **Intended Operational Outcomes** | | **Operational Assessment Measures/Methods** | | | | | | | | |
| ***Operational Assessment Measure/***  ***Method 1*** | ***Operational Assessment Measure/***  ***Method 2*** | ***Operational Assessment Measure/***  ***Method 3*** | ***Operational Assessment Measure/***  ***Method 4*** | ***Operational Assessment Measure***  ***Method 5*** | ***Operational Assessment Measure/***  ***Method 6*** | ***Operational Assessment Measure/***  ***Method 7*** | ***Operational Assessment Measure/***  ***Method 8*** | |
| **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | |
| 1. |  |  |  |  |  |  |  |  |  | |
| 2. |  |  |  |  |  |  |  |  |  | |
| 3. |  |  |  |  |  |  |  |  |  | |
| 4. |  |  |  |  |  |  |  |  |  | |
| 5. |  |  |  |  |  |  |  |  |  | |
| 6. |  |  |  |  |  |  |  |  |  | |
| 7. |  |  |  |  |  |  |  |  |  | |
| 8. |  |  |  |  |  |  |  |  |  | |

### 2.3: Continuous Quality Improvement

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

1. Provide Table 2-3: Summary of Changes, Actions and Outcomes.
2. Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit’s action plans were linked to the institutional budgeting process.

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

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

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

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

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

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

## Principle 3: Strategic Planning

### 3.1 Strategic Planning

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

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

### 3.2 Summary Reflection on Strategic Planning

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

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

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

## Principle 4: Business Curricula and Learning Opportunities

### 4.1 Business Program Development and Design

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

1. Provide the curricular requirements for each business program included in the accreditation review.
2. For each business program included in the accreditation review:
3. Describe the term structure that constitutes an academic year for the program (e.g., fall and spring terms over two calendar years; three terms in a single calendar year; etc.). In this description, also specify the number of weeks comprising each academic term.
4. Provide Table 4-1: General Program Structure and Design.
5. Describe the curriculum management processes used by the academic business unit for developing and designing its business programs, including the following aspects of the programs:
6. Program structure and organization
7. Curriculum content
8. Program-level intended student learning outcomes
9. Pedagogies
10. Delivery modes
11. Provide Table 4-2: Program Delivery Modes.
12. If the academic business unit offers online or hybrid programs:
    1. Describe the kinds and amount of student activity and effort required in the online components of the programs.
    2. Describe the kinds and amount of faculty activity and effort required in the online components of the programs.
    3. Explain the ways in which the academic business unit ensures equivalent quality between these programs and more traditionally-delivered, fully on-ground programs.
    4. Describe the process that the business unit uses to ensure that the individual completing the work in the course is the student who is registered and earning credit for the course.
13. For each business program included in the accreditation review:
14. Describe the types of experiential and active learning activities that are integrated into the program’s curriculum.
15. Describe the types of student-student and faculty-student interactions that are integrated into the program’s curriculum.
16. For each business program included in the accreditation review, describe the extent to which business research, particularly research that is directed toward problems and issues facing practicing business professionals, is integrated into the courses and other learning opportunities comprising the program’s curriculum.

Table 4-1: General Program Structure and Design

| **Program** | | **Normal**  **Time-to-Completion** | | **Degree Requirements** |
| --- | --- | --- | --- | --- |
| **ASSOCIATE-LEVEL PROGRAMS** | | | | |
|  |  | |  | |
| **BACHELOR’S-LEVEL PROGRAMS** | | | | |
|  | |  | |  |
|  | |  | |  |
| **MASTER’S-LEVEL PROGRAMS** | | | | |
|  | |  | |  |
|  | |  | |  |
| **DOCTORAL-LEVEL PROGRAMS** | | | | |
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Table 4-2: Program Delivery Modes

| **Program** | | **Delivery Mode** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Fully On-Ground** | | **Hybrid** | | **Fully Online** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | | | | |
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| **BACHELOR’S-LEVEL PROGRAMS** | | | | | | |
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| **MASTER’S-LEVEL PROGRAMS** | | | | | | |
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| **DOCTORAL-LEVEL PROGRAMS** | | | | | | |
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### 4.2 Curricula of Undergraduate-Level Business Programs

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

1. For each associate- and bachelor’s-level business program included in the accreditation review:
2. Provide Table 4-3: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs.
3. If your associate- or bachelor’s-level business programs contain majors that require additional courses beyond those that are common to those areas, you may choose to obtain credit for BTK coverage in these courses by preparing a separate Table 4-3 for each major.
4. For any associate- or bachelor’s-level business programs included in the accreditation review that do not cover the BTK content areas that are normally expected of those types of degree programs and that are necessary for the career paths for which the programs are designed to prepare students, provide a rationale for this variation in BTK coverage.
5. If your associate- or bachelor’s-level business programs contain majors describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs.

Table 4-3: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

*(A separate table should be used for each Associate and Bachelor-level Program)*

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

### 4.3 Curricula of Master’s-Level Business Programs

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

1. List the master’s-level business programs included in the accreditation review (including each major contained within the programs) and provide a copy of the stated curricular requirements for these programs and/or the page numbers for the sections in the institution’s catalog that describe these requirements. Also, identify the required number of course credit hours of graduate-level work beyond the undergraduate CPC for each of these programs.
2. If your master’s-level business programs contain majors describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs.
3. Identify those master’s-level courses that are not reserved exclusively for graduate students and provide an explanation for these exceptions as applicable.
4. For students entering your master’s-level business programs who have not completed an undergraduate degree in business and who do not have the foundational knowledge and skills required for advanced study in business prior to enrolling in the programs, describe the ways in which the academic business unit develops this foundation and prepares these students for the master’s-level courses in those programs.

### 4.4 Curricula of Doctoral-Level Business Programs

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

1. Describe each doctoral-level business program included in the accreditation review. This description must address the following areas:
2. The type and name of the program;
3. Curricular requirements (i.e., the courses, modules, subjects, etc. comprising the program);
4. Residency requirements for the program.
5. For each doctoral-level business program included in the accreditation review, describe the ways in which the program contributes to the development of students into individuals capable of contributing to the academy or professional practice. Specifically, describe the elements or learning opportunities in the program in the following areas:
6. The ways in which students demonstrate advanced knowledge in areas of business specialization;
7. The ways in which advanced research skills are developed and whether those research skills are quantitative or qualitative/applied in nature;
8. The dissertation or other research component (e.g., several smaller research projects/papers) and whether the research topics focus on theoretical issues or practice-oriented problems;
9. If applicable, the ways in which the program prepares students for teaching careers, including, but not limited to, the knowledge and skills associated with course and curriculum design, instructional technologies, and learning assessment;
10. The ways in which the program develops a sophisticated understanding of the importance of professional ethics, values, and integrity in support of business’s broad societal and economic purposes.
11. If your doctoral-level business programs contain majors, describe the ways in which the academic business unit ensures academic quality in these disciplinary component areas of the programs.
12. For each doctoral-level business program included in the accreditation review, demonstrate that the learning opportunities in the curriculum comprising the program are aligned and consistent with:
13. The career path and the roles and responsibilities for which the program is designed to prepare students;
14. The mission and broad-based goals of the academic business unit.
15. For any doctoral-level business programs included in the accreditation review that do not incorporate learning opportunities that are normally expected of those types of degree programs and that are necessary for the career paths for which the programs are designed to prepare students, provide a rationale for this variation in content.
16. For each doctoral-level business program included in the accreditation review, provide evidence of the extent of student success in:
17. Mastering the disciplinary knowledge in their areas of business specialization and the advanced research skills necessary for contributing to the theoretical or practical body of knowledge in business;
18. Completing their programs of study.
19. Provide Table 4-4: Student Doctoral Research.

Provide access to student dissertations for review.

Table 4-4: Student Doctoral Research

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| --- |
| **SELF-STUDY YEAR** |
| **Title of Dissertation or Research Projects/Papers** |
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| **YEAR PRIOR TO SELF-STUDY YEAR** |
| **Title of Dissertation or Research Projects/Papers** |
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| **TWO YEARS PRIOR TO SELF-STUDY YEAR** |
| **Title of Dissertation or Research Projects/Papers** |
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### 4.5 International Dimensions of Business

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

1. For each business program included in the accreditation review, describe the ways in which the learning opportunities in the program prepare students to function effectively in the global business environment. This description should encompass:

a. Any majors that deal with international business issues and practices;

b. Any courses that deal with international business issues and practices;

c. Any other learning opportunities relating to the international dimensions of business that are integrated throughout the required courses comprising the program.

1. Provide the following information pertaining to the experiential learning and co-curricular programs relating to international business offered by the academic business unit:
2. A description of the experiential learning and co-curricular programs offered by the academic business unit (e.g., international internship programs or other international clinical experiences, study-abroad programs, international student and/or faculty exchange programs, short-term international study tours, etc.).
3. A description of the ways in which the experiential learning and co-curricular programs prepare students to function effectively in the global business environment.
4. The number of students and faculty involved in each experiential learning and co-curricular program for the past three years.
5. Describe the ways in which the academic business unit fosters a global mind-set in its students, faculty, and administrators. This description should include an explanation of the ways in which the academic business unit prepares students to deal with cultural and ethnic diversity and to work effectively with diverse colleagues and clients.

### 4.6 Information Technology Skills

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

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

### 4.7 Curriculum Review, Renewal, and Improvement

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

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

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

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

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

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

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

### 5.1: Qualifications of Business Faculty

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

1. Provide a current curriculum vita for each full-time and part-time business faculty member who teaches business courses offered by the academic business unit (these should be placed in an appendix of the self-study).
2. Describe and document the academic business unit’s policies and criteria for determining the qualification status of business faculty. This description must address the following areas:
3. Initial academic preparation (i.e., degrees) required of faculty at the time of hiring
4. Professional experience required of faculty at the time of hiring
5. The types and amounts of ongoing scholarly activity required of faculty to maintain their qualification status
6. The types and amounts of sustained professional engagements required of faculty to maintain their qualification status
7. Describe the extent to which the academic business unit integrates practice-oriented faculty into its programs and activities. This description should address the integration of practice-oriented faculty into the following areas:
8. Teaching
9. Research
10. Administration
11. Curriculum development and management
12. Learning assessment
13. Provide a credentials portfolio, a credentials summary, and a qualification justification for all business faculty members for whom, in addition to their degrees, a combination of graduate course work, professional experience, ongoing scholarly and professional activities, and teaching experience is used to establish their qualification status.
14. Provide Table 5-1: Business Faculty Qualifications.

Table 5-1: Business Faculty Qualifications

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FACULTY**  **MEMBERS** | **YEAR OF**  **HIRE** | **HIGHEST DEGREE** | | **PROFESSIONAL CERTIFICATION** | | **ASSIGNED TEACHING DISCIPLINES** | **PROGRAM**  **LEVEL** | **LEVEL OF QUALIFICATION** |
| **TYPE** | **FIELD** |
| **FULL-TIME BUSINESS FACULTY** | | | | | | | | |
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| **PART-TIME BUSINESS FACULTY** | | | | | | | | |
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### 5.2: Deployment of Business Faculty

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

1. Provide Table 5-2: Summary of Faculty Deployment by Qualification Level and Program Level.
2. Provide Table 5-3: Summary of Student Credit/Contact Hour Production by Location.
3. Provide the following program coverage information:
4. Table 5-4: Business Program Coverage by Qualified Faculty.
5. For any doctoral-level program included in the accreditation review that does not have 100% program coverage by faculty who are academically-qualified for teaching at the doctoral level, provide an explanation for this variation in required program coverage.
6. Describe the extent to which the academic business unit’s deployment of business faculty ensures consistent quality across programs, program levels, and locations at which the programs are offered.

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Qualification**  **Level**  **Program**  **Level** | **AQ** | **AQ-%** | **PQ** | **PQ-%** | **OQL** | **OQL-%** | **Total**  **SCH** |
| **SCH** | **%** | **SCH** | **%** | **%** | **SCH** |
| **Totals Across All Campuses, Educational Locations, and Instructional Sites** | | | | | | | |
| **undergraduate level** |  |  |  |  |  |  |  |
| **Master’s Level** |  |  |  |  |  |  |  |
| **Doctoral level** |  |  |  |  |  |  |  |
| **totals** |  |  |  |  |  |  |  |

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

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **CAMPUS, EDUCATIONAL LOCATION, INSTRUCTIONAL SITE** | **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT AT THIS LOCATION** | **PERCENTAGE OF THE TOTAL NUMBER OF STUDENT CREDIT/CONTACT HOURS TAUGHT AT THIS LOCATION** |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  |  |

Table 5-4: Business Program Coverage by Qualified Faculty

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| --- | --- | --- |
| **BUSINESS PROGRAM** | **FACULTY MEMBER** | **QUALIFICATION LEVEL** |
| **ASSOCIATE-LEVEL PROGRAMS** | | |
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| **BACHELOR’S-LEVEL PROGRAMS** | | |
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| **MASTER’S-LEVEL PROGRAMS** | | |
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### 5.3: Scholarly and Professional Activities of Business Faculty

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

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

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SCHOLARLY AND PROFESSIONAL ACTIVITIES (LAST THREE YEARS)** | | | | | | | | | | |
| **YEAR** | **Scholarship of Teaching**  **(SOT)** | | **Scholarship of Discovery**  **(SOD)** | | **Scholarship of Application**  **(SOA)** | | **Scholarship of Integration**  **(SOI)** | | **Professional Activities**  **(PA)** | |
| **Number of Activities** | **Percentage of Faculty Engaged in SOT** | **Number of Activities** | **Percentage of Faculty Engaged in SOD** | **Number of Activities** | **Percentage of Faculty Engaged in SOA** | **Number of Activities** | **Percentage of Faculty Engaged in SOI** | **Number of Activities** | **Percentage of Faculty Engaged in PA** |
|  |  |  |  |  |  |  |  |  |  |  |
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### 5.4: Professional Development of Business Faculty

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

1. Explain the ways in which the institution and the academic business unit foster and reward the professional development activities of business faculty.
2. Demonstrate the effectiveness of the professional development activities of the business faculty by providing examples of the results of their implementation within the academic business unit.
3. Demonstrate that the professional development activities of the business faculty are consistent with the mission and broad-based goals of the academic business unit.
4. Identify the documents that contain the institutional and/or academic business unit’s policies relating to the professional development of faculty and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study).

### 5.5: Evaluation of Business Faculty

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

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

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

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

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

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

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

### 6.1: Admissions Policies and Procedures

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

1. Describe the admissions policies and procedures for each of the business programs included in the accreditation review.
2. For each of the business programs included in the accreditation review, demonstrate that the admissions policies and procedures for the program are published, transparent to the public, and consistent with the type of program.
3. For each of the graduate-level business programs included in the accreditation review, demonstrate that the admissions policies or standards for the program require that students have or will have completed an appropriate bachelor’s-level degree, diploma, or other equivalent credential prior to admission to the program.
4. For each of the business programs included in the accreditation review, explain the ways in which the admissions policies and procedures for the program attempt to ensure that students admitted to the program have a reasonable chance to succeed.
5. Describe the ways in which the institution and/or the academic business unit evaluates and documents any transfer credits, courses, modules, etc. that are accepted from other institutions and applied toward satisfying requirements in the business programs.
6. Demonstrate that the policies and procedures governing transfer work ensure that the credits, courses, modules, etc. that are accepted from other institutions are comparable in quality to those comprising the academic business unit’s own business programs.
7. Provide evidence that the policies governing the acceptance of transfer work for credit in business programs require that the transfer credits/courses/modules/etc. must come from institutions that have appropriate nationally-recognized institutional accreditation or equivalent recognition, approvals, or legal authorizations to award degrees from an appropriate governing or legal body.
8. Demonstrate that the policies and procedures governing the acceptance of transfer work for credit in business programs are published and transparent to the public.
9. Describe the ways in which the institution and/or the academic business unit evaluates and documents any academic credit that is granted for work or life experience and/or other prior non-academic learning and applied toward satisfying requirements in business programs.
10. Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs ensure that the learning resulting from these experiences is comparable in quality to the learning experiences provided in the academic business unit’s own business programs.
11. Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in business programs are published and transparent to the public.
12. For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the admissions policies for the program during the self-study year, and provide a rationale and justification for these exceptions.

### 6.2: Academic Policies and Procedures

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

1. For each of the business programs included in the accreditation review, describe the academic policies and procedures pertaining to the program, and demonstrate that they clearly delineate standards, conditions, processes, or criteria for:
2. The academic performance of students;
3. The satisfactory academic progress of students toward completion of degree programs;
4. The identification of retention issues and at-risk students;
5. The provision of academic counseling and support services when needed;
6. The placement of students on academic sanction (e.g., warning, probation, suspension, etc.);
7. The dismissal of students from programs when necessary.
8. For each of the business programs included in the accreditation review, demonstrate that the academic policies and procedures pertaining to the program are published and transparent to the public.
9. For each of the business programs included in the accreditation review, demonstrate the effectiveness of the institution’s and/or the academic business unit’s policies and procedures relating to the academic performance of students and the satisfactory progress of students toward completion of their degree programs.
10. Provide Table 6-1: Students Subject to Academic Sanctions
11. For each of the business programs included in the accreditation review, describe any exceptions that were made in the administration of the academic policies for the program during the self-study year, and provide a rationale and justification for these exceptions.

Table 6-1: Students Subject to Academic Sanctions

|  |  |  |  |
| --- | --- | --- | --- |
| **BUSINESS PROGRAM** | **Number of Students on Warning, Probation, etc.** | **Number of Students on Suspension** | **Number of Students Dismissed** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | |
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| **BACHELOR’S-LEVEL PROGRAMS** | | | |
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| **MASTER’S-LEVEL PROGRAMS** | | | |
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| **DOCTORAL-LEVEL PROGRAMS** | | | |
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### 6.3: Career Development and Planning Services

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

1. Describe the support for career development that the institution and/or the academic business unit provides to business students, including career planning services and placement assistance.
2. Demonstrate the effectiveness of the career development support provided to the academic business unit.

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

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

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

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

## Principle 7: Resources Supporting Business Programs

### 7.1: Financial Resources Supporting Business Programs

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

1. Describe the budget development and resource allocation processes of the institution and the academic business unit.
2. Explain the ways in which the results from implementing the academic business unit’s outcomes assessment plan in terms of changes and improvements needed are integrated into the budget and resource allocation processes.
3. Describe the financial resources supporting the academic business unit’s programs and activities in the following areas:
4. Human resources
5. Physical and technological infrastructure
6. Business-related learning resources
7. Scholarly activities of business faculty
8. Professional development of business faculty
9. Technology support for business faculty and students
10. Student services
11. Provide Table 7.1: Educational and General Expenditures
12. Provide Table 7-2: Salary Ranges of Full-Time Business Faculty by Rank.
13. If applicable, describe the method of computation of, and provide figures for, the amount of extra compensation of full-time business faculty for overload teaching (i.e., compensation over and above a faculty member’s annual contract compensation during the self-study year for teaching in excess of the contractual teaching load).
14. Provide compensation figures for part-time/adjunct faculty who teach business courses offered by the academic business unit.
15. Demonstrate that the financial resources of the academic business unit are sufficient for accomplishing its mission and broad-based goals.

Table 7.1: Educational and General Expenditures

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **YEAR PRIOR TO**  **SELF-STUDY YEAR**  **(ACTUAL)** | **SELF-STUDY YEAR**  **(ACTUAL)** | **SITE-VISIT YEAR**  **(BUDGETED)** |
| A. Total Unrestricted Educational and General Expenditures for the Institution |  |  |  |
| B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution |  |  |  |
| C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit |  |  |  |
| D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B) |  |  |  |
| E. Total Student Credit Hours Taught by the Institution |  |  |  |
| F. Total Student Credit Hours Taught by the Academic Business Unit |  |  |  |
| G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit (F divided by E) |  |  |  |

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

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

### 7.2: Facilities Supporting Business Programs

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

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

### 7.3: Learning Resources Supporting Business Programs

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

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

### 7.4: Technological Resources Supporting Business Programs

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

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

### 7.5: Other Instructional Locations

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

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

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

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

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

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

## Principle 8: External Relationships

### 8.1: External Linkages with the Business Community

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

1. Describe the academic business unit’s linkages with the business practice community. This description should address any of the following linkages that apply to the academic business unit and the ways in which the linkages have contributed to the unit and its students and faculty:
2. Business advisory boards
3. Student internship programs in business
4. Faculty-practitioner internship and externship programs
5. Guest lecturers/speakers
6. Institutional outreach programs
7. Partnerships and collaboration agreements with business firms/organizations
8. Professionally-active business student organizations
9. Practitioner-student mentoring programs
10. Joint faculty-practitioner research ventures
11. Other linkages
12. Describe the ways in which the academic business unit’s linkages with the business practice community are aligned and consistent with the career paths and the roles and responsibilities for which the unit’s business programs are designed to prepare students.
13. Describe the ways in which the academic business unit’s linkages with the business practice community are consistent with its mission and broad-based goals.

### 8.2: External Accountability

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

**Evaluation Criteria**

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

**Self-Study Guidelines for Documentation**

In the self-study:

1. Provide Table 8-1: Public Disclosure of Student Achievement.

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

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

Table 8-1: Public Disclosure of Student Achievement Results

|  |  |
| --- | --- |
| **WEBSITE PATH TO Public disclosure of student ACHIEVEMENT results** | |
| Click on: | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |

### 8.3: Summary Reflection on External Relationships

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

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

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

## Principle 9: Innovation in Business Education

### 9.1: Innovation in Business Education

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

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

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

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

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

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