

**Application for Candidacy Status, Part II**

Institution name: Click or tap here to enter text.

Institution’s physical address: Physical Address

Institution’s mailing address (if different from above): Mailing Address

Phone number (with country code if outside of the US): Phone number

Website Address: Website Address

Type of Institution: [ ]  Public [ ]  Private/Nonprofit [ ]  For-Profit

Institutional Characteristic (choose any that apply): [ ]  Community College [ ]  Faith-Based [ ]  Tribal

 [ ]  Career/Tech [ ]  State System [ ]  HBCU

Will you be concurrently seeking the additional Specialized Accounting Accreditation for any accounting programs? Yes/No

*Attendance at the IACBE Accreditation Institute is required and must be completed prior to moving forward in the Candidacy application process. If no one from your institution has attended the Accreditation Institute, contact the IACBE office for further guidance before completing this application.*

Provide the name(s) and date(s) of the individuals who attended the Accreditation Institute:

|  |  |
| --- | --- |
| **NAME** | **DATE OF ATTENDANCE** |
|  |  |
|  |  |
|  |  |

Please provide the following information:

**President/Chief Executive Officer:** Name and Title

 Email Phone number

**Provost/Chief Academic Officer:** Name and Title

 Email Phone number

**IACBE Primary Representative:** Name

(IACBE’s main contact) Email Phone number

**IACBE Alternate Representative:** Name Phone number

 Email

**Individual to be Contacted Regarding this Application** (if different from the Primary Representative):

 Name Phone number

 Email

Please provide the following regarding the Academic Business Unit(s) (ABU)that offers business-related programs seeking specialized accreditation:

An ‘academic business unit’ is the principal organizational unit responsible for the administration of the programs seeking specialized accreditation. This may be a department, division, school, college, institute, academy, faculty of business or similar organizational unit, or it may be the overall institution itself.

Name of the Academic Business Unit: enter ABU name

Head of the Academic Business Unit: Name Title

Email Phone number

Name of the Academic Business Unit enter ABU name

Head of the Academic Business Unit: Name Title

Email Phone number

* Organizational charts for the institution and for each academic business unit listed above are to be submitted with this application

1. The mission statement of each academic business unit:

| **Mission of** Enter ABU Name |
| --- |
|  |

| **Mission of** Enter ABU Name |
| --- |
|  |

2a. USING THE TABLE BELOW: For each program seeking IACBE accreditation provide the complete name of each program as it appears on the transcript or diploma – including all concentrations, majors, etc. that are offered for each program (add rows as needed).

2b. Provide a copy of an official transcript (redacted) for each program listed

|  |
| --- |
| **Name of Business Program** |
|  |
|  |
|  |

3. USING THE TABLE BELOW: Provide the name and address of each location where any of the above listed programs are offered (add rows as needed).

|  |  |
| --- | --- |
| **Location Name** | **Location Address** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

4. The total headcount enrollment of the institution as a whole:

 **enter headcount enrollment.**

5. USING THE TABLE BELOW: For each of the programs to be included in the accreditation review (including each major, concentration, or other name for a disciplinary component), the total enrollment by headcount in the program for each of the past three years and the number of degrees conferred in the program for each of the past three years.
(add rows as needed).

| **Program Name** | **Enrollment** | **Number of Degrees Conferred** |
| --- | --- | --- |
| **Current Academic Year** | **One Year Prior** | **Two Years Prior** | **Most Recent Academic Year** | **One Year Prior** | **Two Years Prior** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

6. USING THE TABLE BELOW: Indicate all delivery mode options for each program to be included in the accreditation review and provide the website address for each that demonstrates where the curriculum completion requirements, including a breakdown of requirements for each major, specialization, concentration, etc. are made readily available to the public*. (may provide an active link)*

* If this information is only found in a printed catalog, list the relevant page number(s) and provide a copy of the catalog along with this application.

| **Program Name** | **Delivery Mode** | **Website Address (preferred)****or Page(s) in Catalog that provides Curricular Requirements** |
| --- | --- | --- |
| **On-****Ground** | **Hybrid** | **On-line** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

7a. Using the table below, provide a list of full-time faculty members who teach in each subject area for the programs to be included in the accreditation review. This listing should also include all full-time and ongoing/continuing personnel who teach in the programs irrespective of other duties, for example deans, directors, department/division chairs, program directors, etc. (add rows as needed).

Refer to the Faculty Qualification Decision Tree and Faculty Qualification Table Example available on the IACBE website in the Member Resource area.

* If a faculty member’s highest-earned degree is in a field outside of business (e.g., Ed. D, JD, etc.), but holds another degree or professional certification that you believe qualifies them to teach the subject area, list that degree and/or certification in the “Qualifying Degree or Professional Certification” column of the table.
	+ Do not duplicate the highest degree earned as the Qualifying Degree column if the highest degree earned is the qualifying degree
* If the institution employs no full-time faculty, list those faculty members who are used on a regular or continuing basis.
* For determining the Qualification Category, refer to the ***Faculty Qualification Decision Tree*** available in the Member Resource page of the IACBE website.

| **FACULTY QUALIFICATIONS TABLE** |
| --- |
| Subject Area | Faculty Member | Highest Earned Degree – include field of study | Qualifying Degree- include field of studyOrProfessional Certification(s) | Program Level Being Taught | Qualification Category(AQ, PQ, O) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

7b. Provide copies of each faculty member’s (as listed in the above Faculty Qualifications Table) curriculum vitae or similar document.

8. Provide a current and complete and IACBE Outcomes Assessment Plan. The assessment plan must encompass all programs for which the institution will be seeking specialized accreditation and must meet all current IACBE requirements, including a student learning assessment table for the core curriculum of each program seeking accreditation (not inclusive of specializations, concentrations, etc.). The template is available on the Member Resources page of the IACBE website.

9. Complete and provide a Foundational Body of Knowledge table for each undergraduate program seeking accreditation. (attached to this application)

10. This is a self-assessment of your readiness to meet compliance with the IACBE’s Accreditation Principles.

Please refer to the IACBE Self-Study Manual for the expectations for compliance with the Principles. The manual is available on the Members Only Resources page of the IACBE website.

Read and reflect on the IACBE expectation for meeting compliance with the Principle, then indicate if you believe you are in compliance with the principle. If you indicate that you are not incompliance, describe the business unit’s action plan to come in to compliance with the principle. If your self-assessment indicates you are in compliance but identifies areas for improvement to be in compliance, check the “Needs Improvement” option and describe the business unit’s action plan for addressing the issues.

| **Principle 1: Commitment to Integrity, Responsibility, and Ethical Behavior** |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

| **Principle 2: Quality Assessment and Advancement** |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

| **Principle 3: Strategic Planning** |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

| **Principle 4: Business Curricula and Learning Opportunities** |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

| **Principle 5: Business Faculty Characteristics, Activities, and Processes** |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

| **Principle 6: Policies, Procedures, and Processes**  |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

| **Principle 7: Resources Supporting Business Programs**  |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

| **Principle 8: External Relationships** |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

| **Principle 9: Innovation in Business Education** |
| --- |
| Is the academic business unit in compliance with the principle? Yes No Needs Improvement |
| If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: |

For each Associate and Bachelor level program, list the courses within the program that cover any of the Foundational Body of Knowledge (FBK) content areas, and indicate the coverage level(s). A separate table is to be provided for each undergraduate program included in the review for accreditation.

Enter I, R, and/or S to identify the coverage level within each course:

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

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

**S = Synthesizes**: The course synthesizes concepts related to an FBK area and provides learning opportunities for integrating knowledge and skills in the area. Concepts in the FBK area had been previously introduced and reinforced through various learning opportunities in other courses in the curriculum. Again, it may be the case that several courses in a curriculum synthesize concepts related to a particular FBK area and provide learning opportunities for integrating knowledge and skills in that area. It may also be the case that a given course may be designed to synthesize concepts in several FBK areas.

*- it is possible for a course to include more than one coverage level*

*- it is possible that not all FBK areas are covered at all three coverage levels*

*- avoid general education courses unless it is the only class where an area is covered at one of the levels*

**AREAS (column headers):**

ACC: major concepts in Accounting

FIN: major concepts in Finance

MKTG: major concepts in Marketing

DST: Decision-support tools in business decision making

COM: Effective oral and written forms of professional communication

DA: Data Analytics, for example:

emerging data technologies, analysis & management, creation, mining, analysis, transformation, reporting, sharing, and storage

ETH: Ethical obligations and responsibilities of business

LSE: Legal, social, and economic environments of business

GLOB: Global environment of business

CT: Analytic/critical thinking to solve business problems

INT: Integrative Experience, for example:

Strategic Management/Business Policy

Required Internship

Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a simulation, project, comprehensive examination or course, etc.)

TML: Teamwork, Management, Leadership

|  |  |
| --- | --- |
| PROGRAM NAME:  |  |
| *COURSE NAME* | *Foundational Areas* |
| ACCT | FIN | MKTG | DST | COM | DA | ETH | LSE | GLOB | CT | INT | TML |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |