

**International Assembly for
Collegiate Business Education**



Accreditation Process Manual

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**IACBE
P.O. Box 3960
Olathe, KS 66063**

Preface

The focus of this manual is on the IACBE's process of business program accreditation. The first section contains information foundational to the program accreditation process, including the purpose of the IACBE, its philosophy of accreditation, characteristics of excellence in business education, scope of accreditation, eligibility for membership, coordination with regional accreditation processes, and privacy of accreditation information. The second section describes the business program accreditation process for U.S. and international institutions with U.S.-based regional accreditation. The third section describes the business program accreditation process for international institutions that do not have U.S.-based regional accreditation. The final section covers public notification of accreditation, accreditation withdrawal, and reporting requirements.

The IACBE's Board of Commissioners oversees the accreditation process, and each of the commissioners has contributed to the development of this manual. The following individuals have played significant roles in the 2002, 2005, and 2006 revisions of this manual.

- Dr. Steven Bovee, Roberts Wesleyan College
- Dr. Joe Walenciak, John Brown University
- Dr. Patty Castelli, Lawrence Technological University
- Dr. Allen Belcher, Northwest Christian College
- Ms. Jody Woodworth, Clarkson College
- Dr. Robert Myers, Oklahoma Wesleyan University
- Mr. Bill Parrott, Director of Member Services, IACBE
- Dr. John Green, President Emeritus, IACBE
- Dr. Bob Roller, President, IACBE

Robert Myers, D.B.A.
Chair, Board of Commissioners
Vice-President for Academic Affairs
Oklahoma Wesleyan University

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Introduction

This manual describes the process of IACBE accreditation. It begins with the stated purpose of the IACBE and its philosophy of accreditation, characteristics of excellence in business education, and the scope of IACBE accreditation. Eligibility for accreditation and privacy issues are discussed next. The business program accreditation process for U.S. and international institutions with U.S.-based regional accreditation is described, followed by the accreditation process for international institutions that do not have U.S.-based regional accreditation. The manual concludes with a description of reporting requirements for IACBE institutions.

Purpose of the IACBE

The purpose of the IACBE is to promote and recognize excellence in business education in colleges and universities—at both the undergraduate and graduate levels—through specialized accreditation. Business education includes the fields of business administration, accounting, finance, human resources, information management, international business, management, and marketing; and often includes business-related fields such as economics and leadership. Institutions, students, employers, and the general public all benefit from the external verification of quality provided through the IACBE’s accreditation process. They also benefit from the process of continuous quality improvement that is encouraged by the IACBE’s developmental approach to promoting excellence in business education.

Philosophy of Accreditation

The IACBE is a leader in outcomes-based assessment and accreditation, in which excellence in business education is evaluated based on the results of the assessment of educational outcomes, rather than on prescriptive input standards. The IACBE believes that educational quality must be measured by outcomes rather than inputs, because inputs do not necessarily correlate with quality outcomes, since the quality of outcomes is dependent not only on inputs, but also on the processes used by the institution and its business programs to convert inputs to outcomes. The only accurate way to measure excellence in business education, therefore, is through the assessment of educational outcomes.

Because of the essential role that educational processes play in determining educational outcomes, the IACBE has developed accreditation principles based on best practices in business education. These principles promote excellence in business education through a benchmarking process, which is helpful in determining why the business unit is, or is not, achieving its mission and broad-based goals, and in interpreting the results of the outcomes assessment process.

The IACBE bases its accrediting process on principles, rather than standards. Standards and principles are similar, in that both may be used to evaluate effectiveness. Standards, however, may be arbitrary—they assume that achieving the standard ensures quality outcomes, which may not be true. Standards are more effective in a manufacturing environment, where products are standardized and outputs are easily measured. Standards are problematic in an educational environment, because people are individuals and human activity cannot be standardized. In comparison, principles are used to assess outcomes, not measure outputs. Principles are used to assess learning, not test products. Educational institutions are unique, with differing missions, goals, processes, and intended learning outcomes. Standards provide arbitrary cut-off points, where the standard is either met or not; while principles assess progress toward excellence, allow for a continuum of accomplishment, and encourage continuous improvement. There is no standard of learning that fits all institutions, but there are principles that can apply to all institutions.

The IACBE is committed to a developmental approach to excellence in business education. The IACBE and its members function in a collaborative and cooperative manner, encouraging 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 exists within a dynamic, complex environment that requires innovative approaches to achieving quality educational outcomes.

Characteristics of Excellence in Business Education

Excellence in business education has many different components. Hence, in evaluating excellence in business education, there are a variety of components to consider.

Excellence in business education normally displays the following characteristics:

- The business unit has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution.
- The business unit has a strategic plan that is in touch with the realities of business education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the business unit.
- The business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in the business programs and operations, and that is linked to the strategic plan of the business unit.
- Students in the business unit develop, both personally and professionally, into well-educated, ethical, competent business professionals.
- The business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby providing assurance of relevancy and currency in the academic programs.
- The business unit encourages cooperative relationships with other educational units, both external and internal, which are consistent with its mission and broad-based goals.
- Faculty in the business unit model ethical character and integrate ethical viewpoints and principles in their teaching.
- Faculty in the business unit are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their 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 mission of the institution and its business unit is effectively communicated to current and prospective students.
- The institution provides adequate resources to the business unit to accomplish its mission and broad-based goals.

- The curricula in the business programs reflect the mission of the institution and its business unit, and are consistent with current, acceptable business practices and the principles of the professionals in the academic and business communities.
- The curricula in the 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 institution's organizational structure supports excellence in business education.

Scope of Accreditation

The IACBE accredits degree programs in business and business-related fields at institutions with bachelor's and/or graduate degree programs. This includes institutions with U.S.-based regional accreditation and international institutions without U.S.-based regional accreditation.

- All degree programs offered by the business unit are normally included in the IACBE accreditation process.¹ The IACBE expects that traditional areas of business specialization such as business administration, accounting, finance, human resources, information management, international business, management, marketing, and other business-related fields will normally be offered through the business unit. However, the IACBE also respects the differences that exist within institutions of higher education, and realizes that institutions may have valid reasons for offering some business or business-related programs outside of the business unit. An institution is encouraged to include these programs in its IACBE accreditation whenever possible.
- All business programs, at both the undergraduate and graduate levels, normally will be included in the IACBE accreditation process.
- All off-campus locations of an institution that offer degree programs in business and business-related fields normally will be included in the IACBE accreditation process, as long as those programs are under the degree-granting authority of the institution seeking accreditation. Where multiple campuses exist within the framework of one institution, the IACBE Board of Commissioners will determine which campuses may be included in a single self-study.
- All business and business-related programs normally will be included in IACBE accreditation regardless of whether they are administered or delivered solely by the business unit or through cooperative or interdisciplinary arrangements with other units of the institution. If a business-related degree is to be excluded from the accreditation process, the institution must so state and provide its rationale for the exclusion.
- All business-related programs, regardless of mode of delivery, should normally be included in IACBE accreditation. This includes online programs, distance learning programs, adult degree completion programs, accelerated programs, and other "nontraditional" programs, regardless of whether these programs are administered by the academic business unit.

¹ The unit responsible for administering the business and business-related degree programs in an institution may be a department, division, school or college. This unit should be led by a doctorally- or professionally-qualified business educator.

Eligibility for Accreditation

1. For its business and business-related programs to become eligible for accreditation, an institution must become a member of the IACBE. The process whereby U.S. or international institutions with U.S.-based regional accreditation become institutional members is described in the section entitled “Program Accreditation Process for U.S. and International Institutions with U.S.-Based Regional Accreditation.” The process for international institutions that do not have U.S.-based regional accreditation is described in the section entitled “Program Accreditation Process for International Institutions without U.S.-Based Regional Accreditation.”
2. U.S. or international institutions with U.S.-based regional accreditation must be in good standing with one of the six regional accrediting bodies. The accreditation standing of an IACBE member normally will be no higher than that institution’s standing with its regional accrediting body.
3. For international institutions without U.S.-based regional accreditation, the IACBE Board of Commissioners will consider eligibility for IACBE membership and candidacy status on a case-by-case basis.
4. Applications for IACBE membership must be approved and signed by the chief executive officer of the institution (normally the president or rector). A copy of the application form for those seeking membership and accreditation is included in Appendix A for institutions with U.S.-Based Regional Accreditation and Appendix B for international institutions without U.S.-Based Regional Accreditation.
5. The academic business unit must have offered at least one bachelor- or graduate-level degree program in business or a business-related field, with enrolled students, for at least two years.
6. The institution must have the necessary authorizations from appropriate state and/or federal government bodies to confer business degrees. Exceptions may be considered by the IACBE Board of Commissioners on a case-by-case basis.
7. 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 (regents, trustees, directors, etc.).
8. The academic business unit must complete a self-evaluation and have a site visit to be eligible for accreditation using the accelerated approach or it must complete a self-study and have a site visit to be eligible for accreditation using the standard approach. For reaffirmation of IACBE accreditation, it must complete a self-study and have a site visit using the standard approach.

Coordination with Regional Accreditation Process²

As a benefit to its members with U.S.-based regional accreditation, the IACBE is committed to synchronizing its accreditation process with the regional accreditation process. This allows for the most efficient use of time and resources. The self-study prepared for the IACBE, (using the standard approach) will normally cover the same academic year as the self-study prepared for the regional accrediting body. The IACBE site visit should occur within two months after the regional accrediting body’s site visit; however, it must occur within twelve months following the regional body’s site visit. A program’s approach to accreditation (i.e., standard or accelerated) should be determined in consultation with IACBE headquarters. When accreditation is granted by the Board of Commissioners, it is effective until up to one year after the next regional accreditation site visit.

² For international institutions without U.S.-based regional accreditation, this section is not applicable.

Privacy of Accreditation Information

An institution is required to provide certain information to the IACBE during the accreditation process. This information 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 publicly disclose accreditation information.

Only evaluators, staff and commissioners of the IACBE who need to know the confidential information may review it. The IACBE requires these individuals to abide by this confidentiality requirement.

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

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

IACBE policy requires that each 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.

Program Accreditation Process for U.S. and International Institutions with U.S.-Based Regional Accreditation

The process described in this section applies to business and business-related programs in all institutions with U.S.-based regional accreditation. There are three stages of IACBE accreditation. The program:

1. Must first become an institutional member of the IACBE,
2. Must become a candidate for accreditation, and
3. Is granted accredited status by the Board of Commissioners.

The IACBE synchronizes accreditation self-studies and site visits with the institution's regional accreditation timetable. Thus the timetable for the three stages of accreditation by IACBE varies based on the institution's timetable for regional accreditation. See Figure 1 for a flow chart of the IACBE's accreditation process.

Institutional Membership

To become an institutional member of the IACBE, an institution with U.S.-based regional accreditation must submit an application for membership and pay its annual dues to the IACBE. Since an institutional member has no accreditation status, institutional members are not permitted to publicly claim any affiliation with the IACBE until they have been granted candidacy status.

Candidate for Accreditation

The purpose of an IACBE member obtaining candidate for accreditation status (hereafter referred to as candidacy status) is to provide an academic business unit with an opportunity to prepare itself for the development of a comprehensive self-study (or self-evaluation) and then have a site visit conducted by a professional team of evaluators from the IACBE.

Programs have fewer problems in developing their self-studies or self-evaluations and providing evidence of compliance with IACBE accreditation principles when they have first been in a candidacy program which helps develop a keen understanding of the accreditation process. In addition, the candidacy program saves the business unit considerable time and effort in preparing the self-study and builds understanding and confidence in the overall accreditation process.

If an institution is in good standing with its U.S.-based regional accrediting body, meets the eligibility requirements described previously, and becomes an institutional member of the IACBE, it is eligible to apply for candidacy status. Guidelines for completing the candidacy process are found in the section entitled "Candidacy Process." It is essential that these guidelines be followed when applying for candidacy status. Once granted candidacy status, the program must determine, in consultation with the IACBE headquarters, the timetable for first-time accreditation and whether it will be using the accelerated approach or standard approach.

Candidacy Process

The candidacy process used by an institutional member with U.S.-based regional accreditation includes submitting the following information to the IACBE for review:

1. A copy of the most recent regional reaffirmation of accreditation letter or, for institutions that recently received accreditation, a copy of the regional accreditation letter.

Figure 1: IACBE Accreditation Process Flowchart

2. A copy of the most recent catalog for undergraduate and graduate programs. If the catalog is on-line, provide the Internet address (URL) and an electronic version³.
3. A program overview of the business and business-related programs which includes:
 - a. The mission statement of the academic business unit.
 - b. The specific page number in the institution's catalog which:
 - 1) Describes each business program
 - 2) Identifies the academic credentials of each full-time faculty who teaches in the business program, including the highest earned degree and major field of study
 - 3) Identifies the business core required by each business major and/or concentration
 - 4) Identifies the general education requirements for each business major and/or concentration
 - 5) Identifies the required courses beyond the business core for each business major and/or concentration
 - c. The number of undergraduate and graduate students majoring in business or business-related programs for each of the past three years
 - d. The number of degrees conferred, for each of the past three years, in business or business-related programs, listed by degree, major, and concentration.
4. A completed outcomes assessment plan for the academic business unit⁴.
5. The most current assessment results from the direct and indirect measures of student learning.
6. A description of the linkages between the academic business unit and business and industry (e.g., business advisory board, internships, etc.).
7. Organizational charts for the academic business unit and the institution.
8. A letter from the president and/or chief academic officer affirming the institution's commitment to attaining and maintaining excellence in business education and supporting the IACBE's accreditation process.

If needed, mentoring is available through the IACBE to assist the program in compiling the information required for the candidacy process.

The information outlined above should be sent to the IACBE headquarters for review. After review, a representative of the IACBE will visit with the head of the academic business unit or the primary representative to discuss the information submitted for candidacy status. When the candidacy requirements have been met, the academic business unit will be granted candidacy status by the Board of Commissioners. The academic business unit will remain as an institutional member until it is granted candidacy status. Mentoring is available throughout the candidacy process.

After candidacy status is obtained, the academic business unit will, in consultation with the IACBE, choose an accreditation approach and a timeframe for attaining first-time accreditation.

Candidacy status in the IACBE normally will not exceed five years. Under extenuating circumstances, a single one-year extension may be approved by the Board of Commissioners. Under no circumstance is there any guarantee that candidates for accreditation will be accredited. Such determination is made by the IACBE Board of Commissioners after a self-study or self-evaluation is prepared and a site visit is conducted.

Annual reports to the IACBE are required of all institutional members, regardless of accreditation status.

³ A non-editable version such as a PDF file

⁴ If a completed outcomes assessment plan is not available, an outline of a proposed plan may be submitted.

To assist members of the IACBE, the Board of Commissioners holds an accreditation workshop each year during the IACBE annual conference. Candidates for accreditation are encouraged to attend these workshops.

Approaches to Accreditation

Business and business-related programs in institutions with U.S.-based regional accreditation may, depending on the timing of the next site visit from their regional accrediting body, choose either the standard approach or the accelerated approach to accreditation.

The accelerated approach applies only to programs seeking first-time IACBE accreditation, and exists for two main purposes. First, it provides for synchronization of future IACBE self-studies and site visits with those of the regional accrediting bodies, which encourages efficient use of a program's time, personnel, expertise, and finances. Second, while the accelerated approach assesses all of the IACBE's accreditation principles, it does so in a way that involves less preparation time for the program. The accelerated approach focuses on key assessments of educational quality while promoting a developmental approach to excellence in business education. This allows programs to use the time period between obtaining accreditation using the accelerated approach and their next regional site visit to initiate program and process improvements that will more effectively prepare them to obtain reaffirmation of accreditation using the standard approach.

The standard approach applies to all programs seeking reaffirmation of accreditation. The standard approach is also used by programs wishing to synchronize their first-time IACBE accreditation review with that of their regional accrediting body's institutional review, and may be used in lieu of the accelerated approach for programs seeking first-time accreditation.

The following chart compares the ways in which the IACBE's accreditation principles are documented and reviewed in the accelerated approach and the standard approach to accreditation.

All of the IACBE's accreditation principles are assessed in both the standard and accelerated approaches. In the standard approach, each expectation is included in the self-study prepared by the academic business unit. In the accelerated approach, the key principles indicated above are covered in the self-evaluation prepared by the academic business unit, while the remaining principles are assessed through other documents made available to the site visit team (such as catalogs, syllabi, faculty handbooks, and faculty vitas), or by site visit team observations or discussions (such as observing facilities and resources or discussing faculty development). Thus the main difference between the standard and accelerated approach is not in the principles themselves—all of which are assessed in either approach—but in the volume and complexity of documentation required and the methods used to assess compliance.

Table 1: Comparison of Standard and Accelerated Approaches

Principle #	Principle Name	Standard	Accelerated
1.0	Outcomes Assessment	√	√
2.0	Strategic Planning	√	√
3.1	Program Design	√	√
3.2	Common Professional Component	√	√
3.3	General Education	√	√
3.4	Breadth and Depth of Curriculum	√	√
3.5	Curriculum Review and Improvement	√	*
3.6	Interdisciplinary Programs	√	*
3.7	Master's Degree Curriculum	√	√
3.8	Doctoral Curriculum	√	√
4.1	Faculty Qualifications	√	√
4.2	Faculty Load	√	√
4.3	Program Coverage	√	√
4.4	Faculty Evaluation	√	*
4.5	Faculty Development	√	*
4.6	Faculty Policies	√	√
5.0	Scholarly and Professional Activities	√	*
6.1	Financial Resources	√	√
6.2	Facilities	√	*
6.3	Learning Resources	√	*
6.4	Educational Technology and Support	√	*
6.5	Off-Campus Locations	√	√
7.1	Internal Relationships	√	*
7.2	Admissions Processes	√	√
7.3	External Oversight	√	√
7.4	Business and Industry Linkages	√	√
7.5	External Cooperative Relations	√	*
7.6	International Cooperation	√	*
7.7	External Accountability	√	√
8.0	Educational Innovation	√	*

√ Included in the self-study/self-evaluation document

* Assessed by the site visit team

Accreditation: The Accelerated Approach

If the academic business unit elects to pursue first-time accreditation using the accelerated approach, it should prepare a self-evaluation and schedule a site visit with the IACBE headquarters. Consistent with the IACBE's developmental philosophy, the purpose of the self-evaluation and site visit is to evaluate the condition of the institution and its business and business-related programs and to help its faculty and staff put paradigms, policies, procedures, and programs in place that will help the business and business-related degree programs develop excellence in business education.

Guidelines for preparing the self-evaluation are found in the IACBE's *Accreditation Manual: Accelerated Approach*. It is essential that these guidelines be followed when preparing the self-evaluation. Incomplete, erroneous, or poorly organized information may jeopardize a program's potential for accreditation. Applicants are encouraged to ask questions throughout the preparation of the self-evaluation. The IACBE headquarters is available to answer questions and, if necessary, review a draft of the self-evaluation.

In the preparation of the self-evaluation, questions may arise as to whether a faculty member's credentials enable him or her to be doctorally, professionally, or minimally qualified to teach in a particular content area. The IACBE Board of Commissioners has established a process whereby the IACBE staff will review faculty credentials upon request of the academic business unit. The academic business unit should submit a complete portfolio for each faculty member being reviewed. The contents of the portfolio should include materials that address faculty qualifications as described under Principle 4.1 in the *Accreditation Manual: Accelerated Approach* (page 21). The IACBE Board of Commissioners will make the final determination on faculty qualifications.

After the self-evaluation is written, it is submitted to the IACBE headquarters for review, no less than 90 days prior to the scheduled site visit. Issues raised during this review will be communicated in writing to the institution. A written response addressing each issue is expected before the scheduled site visit.

Once the self-evaluation is in final form, the IACBE headquarters will send it to the members of the site visit team. Following the site visit, the team will report its findings to the IACBE headquarters. The IACBE will send a summary of the site visit team's report to the institution's president, chief academic officer, and primary representative. The institution must send a response to the summary report, noting clarification, agreement, or disagreement with each finding; this response must be received before the Board of Commissioners reviews the self-evaluation. The summary report and the institution's response are presented, along with the self-evaluation, to the IACBE Board of Commissioners, who determines the accreditation status of the institution's business programs.

After reviewing the self-evaluation and site visit materials, the IACBE Board of Commissioners reports its findings to the institution. If accreditation is granted, it will cover a time period not to exceed one year past the date of the institution's next regional accreditation site visit. Once a program has received IACBE accreditation, it will use the standard approach in the reaffirmation of accreditation.

Accreditation: The Standard Approach

Guidelines for preparing the self-study are found in the IACBE's *Accreditation Manual: Standard Approach*. It is essential that these guidelines be followed when preparing the self-study. Incomplete, erroneous, or poorly organized information may jeopardize an program's potential for accreditation. Applicants are encouraged to ask questions throughout the preparation of the self-study. The IACBE headquarters is available to answer questions and, if necessary, review a draft of the self-study.

In the preparation of the self-study, questions may arise as to whether a faculty member's credentials enable him or her to be doctorally, professionally, or minimally qualified to teach in a particular content area. The Board of Commissioners has established a process whereby the IACBE staff will review faculty

credentials upon request by the institution. The academic business unit should submit a complete portfolio for each faculty member being reviewed. The contents of the portfolio should include materials that address faculty qualifications as described under Expectation 4.1 in the *Accreditation Manual: Standard Approach* (page 21). The IACBE Board of Commissioners will make the final determination on faculty qualifications.

The IACBE self-study should be prepared in conjunction with the regional accreditation self study, and the IACBE site visit normally should be scheduled to occur within two months after the regional accreditation site visit. This allows for any recommendations coming from the regional accrediting body that affect the institution's business or business-related programs to be shared with the Board of Commissioners of the IACBE. After the self-study is written, it is submitted to the IACBE headquarters for review, no less than 90 days prior to the scheduled site visit. Issues raised during this review will be communicated in writing to the institution. A written response addressing each issue is expected before the scheduled site visit.

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 the IACBE headquarters. The IACBE will send a summary of the site visit team's report to the institution's president, chief academic officer, and primary representative. The institution must send a response to the summary report, noting clarification, agreement, or disagreement with each finding; this response must be received before the Board of Commissioners reviews the self-study. The summary report and the institution's response are presented, along with the self-study, to the IACBE's Board of Commissioners, who determines the accreditation status of the institution's business programs.

After reviewing the self-study and site visit materials, the IACBE Board of Commissioners reports its findings to the institution. If accreditation is granted, it will cover a time period not to exceed one year past the date of the institution's next regional accreditation site visit. Once a program has received IACBE accreditation, it will continue to use the standard approach in the reaffirmation of accreditation.

Reaffirmation of Accreditation

Reaffirmation of IACBE accreditation is coordinated with the institution's regional accrediting body's reaffirmation timetable. IACBE accreditation covers a maximum time period of ten years; but may be less, depending on the timing of the institution's next regional site visit. Reaffirmation of accreditation is necessary for an institution's business and business-related programs to continue being accredited by the IACBE. Reaffirmation of accreditation is accomplished using the standard approach, as described earlier. This involves preparation of a self-study and having a site visit.

The timing for reaffirmation of accreditation coincides with the institution's regional reaffirmation of accreditation. The IACBE site visit normally should be scheduled within two months after the regional reaffirmation site visit.

The IACBE notifies institutions in advance concerning the timing of reaffirmation, so that the institution can apply for its reaffirmation of accreditation.

Accreditation Timetable, Costs, and Application

Accreditation Timetable

The IACBE works with each institution to establish a timetable that suits its particular needs. Typically, it takes an academic business unit about four to six months to prepare the self-study document; site visits usually take two days. If an institution has complex programs or multiple sites, more time may be necessary for the site visit. If off-campus sites are used for teaching business courses and a site generates 25 percent or more of the total student credit hours of the overall business programs, then a site visit to the off-campus locations is required.

Costs

The costs related to obtaining accreditation by IACBE will vary somewhat because of the location and size of the site visit team. Normally there is a two-person site visit team from the IACBE. These team members are paid a small honorarium for their work. The chair of the team is paid \$300 per day and the other team member(s) is (are) paid \$200 per day. Listed below is an approximation of the total direct costs for IACBE accreditation for business programs in U.S. institutions, assuming a site visit by a 2-person team. For information on costs for non-U.S.-based programs, contact the IACBE headquarters.

Item	Estimate
Application Fee (must be paid prior to preparing the self-study and having the site visit)	\$1200
Travel for Evaluators	1600
Honorarium for Evaluators (two days)	1000
Food and Lodging	600
TOTAL	\$4,300

Note: These above-listed figures are estimates. When site visits are scheduled, the IACBE headquarters can provide updated information.

If the site visit requires airline travel, it is the institution's responsibility to purchase tickets in advance, in consultation with IACBE headquarters. Hotel arrangements for the site visit team should be made by and billed to the institution, also in consultation with IACBE headquarters.

The IACBE will invoice the institution for all other site visit costs incurred by the team, and will pay each evaluator after he or she has filed an expense report with the IACBE headquarters. The institution will make no direct payments to members of the site visit team. Reimbursements to the IACBE should be made by the institution within 30 days for all of the invoiced costs of the site team visit.

Application for Accreditation or Reaffirmation

Application for accreditation or reaffirmation of accreditation is made by the president of the institution by writing the IACBE headquarters and enclosing the \$1200 application fee and a copy of the regional accrediting body's notification that a reaffirmation visit is scheduled. The letter should indicate the institution's estimated timetable for completing its self-study. Send to:

President
IACBE
P.O. Box 3960
Olathe, KS 66063

When self-study or self-evaluation materials are sent to IACBE headquarters using a courier other than the U.S. Postal Service, please use the following address:

President
IACBE
11403 Strang Line Road
Lenexa, KS 66215

Site Visit Procedures

Site Visit Team Composition

After the academic business unit submits its self-study report, the IACBE will designate a team of professionally trained program evaluators to conduct the site visit. The IACBE selects site visit team members from a pool of well-qualified persons with experience in the evaluation process. The chair of the team will be responsible for assuring that the visit is conducted objectively. The size of the team and the qualifications of its members are influenced by the institution's size, program complexity, and number of off-campus locations.

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

- No member of the team will have had a recent affiliation with the institution being considered for program accreditation, nor will the team member have relatives who are employees of the institution.
- No member of the team will be a graduate of the institution being considered for program accreditation.
- No member of the team will have a known, expressed bias for or against the institution.
- No member of the team will currently be a full-time employee of another institution in the institution's primary competitive market.

Logistical Arrangements

After the site visit dates are agreed upon and the team is appointed, the institution will be responsible for coordinating logistical arrangements with the chair of the team and/or the IACBE. These include hotel reservations, developing the agenda for the site visit, procuring a meeting room on campus for team meetings, communication of the visit arrangements with on-campus personnel, and arrangements for the visiting team to meet key staff, faculty, students, alumni, and community groups. A sample site visit agenda is shown in Figure 2.

Once team members have accepted an accreditation visit assignment and a team chair has been designated, the IACBE will notify the institution of the member's names and positions and the dates of their visit. The IACBE will distribute copies of the self-study report to each member of the evaluation team. Team members are expected to examine carefully, prior to the site visit, all submitted materials.

Prior to the site visit, the team chair will work with the academic business unit head to ensure that support is available to have a successful visit. The team chair is responsible for keeping the team members informed about the site visit arrangements and the team arrival and departure.

Team members will normally arrive the evening before the first day of the official visit. The team chair will notify the other members of the team of the time and place of their first team meeting. At the team meeting, the team chair will review the specific plans for the visit, establish which team members will be responsible for writing specific portions of the report, and organize the team so a successful visit is possible. This meeting should also include a discussion of the team's reaction to the program's self-study report and related materials, review of the agenda for each day of the visit, and a discussion of how and when the final evaluation report will be compiled and forwarded to the IACBE headquarters.

Figure 2: Sample Site Visit Agenda

Evening prior to the site visit	Site visit team meets
Day One	
8:00 am	Meet with the head of the business unit to discuss the two-day visit.
9:00 am	Meet with the chief executive officer and chief academic officer of the institution.
9:30 am	Meet with the institution's outcomes assessment coordinator to review the institution's outcomes-assessment plan and the results of implementing the plan.
10:30 am	Review the outcomes assessment plan and results of the business unit (1½ hours).
12:00 noon	Lunch with available faculty
1:30 pm	Work time for the site visit team and the business unit head to validate the self-study materials and ask questions (2 ½ hours).
4:30 pm	Return to the hotel.
Day Two	
8:00 am	Meet with students majoring in business programs.
9:00 am	Tour facilities (library, classrooms, computer lab, etc.).
10:30 am	Commence exit interview with the head of the business unit (and others, if desired).
12:00 noon	Lunch with whomever is available (e.g. Business Advisory Board, etc.).
1:30 pm	Site team completes its report.
3:00 pm	Site team departs from the campus (departure time will vary depending on flight schedules).

Evaluation Team's Responsibilities

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

A final 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 proposed content of its report to the IACBE Board of Commissioners. At this meeting, the team chair should finalize plans for an exit interview with the head of the business unit and other administrators. At the exit interview, the team chair will provide an oral summary of the major findings that will be in the team's written report. The team chair should make it clear in the exit interview that the IACBE Board of Commissioners makes decisions on accreditation, not the visiting team.

Note: The team will not express any opinions as to whether accreditation will be granted; accreditation decisions are the sole prerogative of the IACBE's Board of Commissioners.

Each member of the site visit team is responsible for writing a portion of the team's report. The team chair has overall responsibility for gathering this information from the team members and preparing a comprehensive final typed report for the IACBE Board of Commissioners. If no additional information is required from the institution, the site visit's team report normally will be completed no later than two weeks after the team's visit to the institution and forwarded to the IACBE headquarters.

The precise length of the site visit depends on the location(s), size, and number of business and business-related programs offered by the institution. Generally, two days is sufficient time to allocate for the site visit. It may take extra days if there are extensive off-campus sites.

Program's Response

After the site visit team's report has been forwarded to the IACBE headquarters, a summary report is sent to the program's primary representative for review and comment. A written response by the primary representative or his or her designee is required within two weeks of receipt of the report; the IACBE Board of Commissioners cannot review the program's request for accreditation without this response.

Board of Commissioners' Actions

The IACBE Board of Commissioners is composed of up to eight members of the IACBE and normally meets two times each year, in April and November. The Board of Commissioners independently determines the accreditation status of an institution's business programs.

The Board of Commissioners reviews the self-evaluation or self-study materials, the site visit team's report, and the program's response and determines:

1. if the team's report is complete and supported with factual information, and
2. if the team's findings and other materials support the granting of accreditation, and
3. if the program's response to the team's report is substantially in agreement with team's report. If not, the commissioners will obtain clarification of conflicting information.

Accreditation actions by the Board of Commissioners are taken only after reviewing the self evaluation or self-study report prepared by the academic business unit, the report of the site visit team, and the response of the program to the team's report. At each level of review the Board of Commissioners considers (1) the compliance of the business and business-related programs with IACBE principles, (2) both the number and seriousness of any deficiencies, and (3) the institution's willingness and capability to pursue excellence in business education.

The Board of Commissioners takes one of the following actions on a program's request for accreditation. These actions apply to accreditation following either the standard or accelerated approach.

Accreditation Granted

Accreditation is granted to those programs judged by the IACBE Board of Commissioners to be substantially in compliance with the IACBE accreditation principles. The program 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 will be notified, in writing, of the accreditation status of its business and business-related degree programs. There are three categories that may apply to a program granted accreditation.

Accredited. This accreditation is granted to business units that meet all of the principles of the IACBE.

Accredited with Observations. All of the IACBE principles have been met, but the site visit team and the Board of Commissioners have made some observations that could be helpful to the program. Action on observations is recommended, but not required.

Accredited with Notes. Certain principles of the IACBE have not been met; these principles are identified in the notes. The program is required to address the notes in its annual report to the IACBE. Notes represent concerns of the Board of Commissioners, and until those concerns are dealt with by the program and accepted by the IACBE, the notes must be addressed each year in the program's annual report to the IACBE. The program has up to three years to eliminate the deficiencies identified in the notes.

Accreditation Deferred

When a program that is a Candidate for Accreditation is found to be in noncompliance with a number of the IACBE principles, the Board of Commissioners may defer action until a later date (usually within three years) pending remedial action and/or receipt of additional information. The reasons for the deferral will be stated in writing by the IACBE Board of Commissioners, along with an invitation to respond. The program will continue to hold the status of Candidate for Accreditation. A deferral is, in effect, a ruling of no action on accreditation at that time; and therefore, the action cannot be appealed. There are two major reasons for a deferral action: first, the deficiencies are extensive; and/or second, adequate information concerning compliance with principles was not included in the self-evaluation or self-study document or other related documents.

If, within three years of the “accreditation deferred” action by the Board of Commissioners, a program corrects the deficiencies that caused the accreditation to be deferred, the institution may write a letter notifying the IACBE of the corrective action it has taken. A commissioner will then be assigned to make a one-day visit to validate that the deficiencies have been corrected. The institution will be notified of the action of the IACBE Board of Commissioners.

Accreditation Denied

If an institution loses its regional accreditation, or if its business programs 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 of the application. The program has the opportunity to 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 president or chief executive officer of the institution. The arguments and reasons in support of the request must be limited to the points enumerated in the written statement of denial.
2. The program may present only evidence not already considered. The institution 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.

Based on the new evidence presented, 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. In this case, no further remedy is available to the program for the period of one year, after which the program 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 denial appeals.

Program Accreditation Process for International Institutions without U.S.-Based Regional Accreditation

The process described in this section applies to business and business-related degree programs in international institutions without U.S.-based regional accreditation. There are three stages of IACBE accreditation. The program:

- (1) Must first become an institutional member of the IACBE,
- (2) Must become a candidate for accreditation,
- (3) Is granted accredited status by the Board of Commissioners

A flow chart of the accreditation process can be found in Figure 1 on page 8.

Institutional Membership

A program becomes an institutional member by completing an application form, paying the annual membership dues, and sending the following information:

1. A copy of the most recent catalog for undergraduate and graduate programs offered by the institution. If the catalog is online, this should be stated and the Internet address (URL) should be provided and an electronic version.
2. Evidence that the academic business unit has offered at least one bachelor or graduate degree program in business or a business-related field, with enrolled students, for at least two years.
3. Evidence that the institution has the necessary authorizations from appropriate state and/or federal government bodies to confer business degrees. Exceptions may be considered by the IACBE Board of Commissioners on a case-by-case basis.
4. Evidence that the institution has a publicly stated mission appropriate to a college or university. This mission must have been approved by the institution's governing body (regents, trustees, directors, etc.).
5. The language(s) in which the academic courses are taught.

The IACBE will review the materials and contact the program to establish a timeframe for the candidacy process. A program may remain an institutional member for up to five years. However, since an institutional member has no accreditation status, institutional members are not permitted to publicly claim any affiliation with the IACBE until they have been granted candidacy status.

Candidate for Accreditation

The purpose of an IACBE member obtaining candidate for accreditation status (hereafter referred to as candidacy status) is to provide an academic business unit with an opportunity to prepare itself for the development of a comprehensive self-study and then have a site visit conducted by a professional team of evaluators from the IACBE.

Programs have fewer problems in developing their self-studies and providing evidence of compliance with IACBE accreditation principles when they have first been in a candidacy process which helps develop a keen understanding of the accreditation process. In addition, the candidacy process saves the business unit considerable time and effort in preparing the self-study and builds understanding and confidence in the overall accreditation process.

Guidelines for completing the candidacy process are found in the section entitled “Candidacy Process.” It is essential that these guidelines be followed when applying for candidacy status. Once granted candidacy status, the program must determine, in consultation with the IACBE headquarters, the timetable for first-time accreditation.

Candidacy Process

To be considered for candidacy status, a program must:

1. Submit a letter to the IACBE from the institution’s chief executive officer requesting candidacy status and affirming the institution’s commitment to attaining and maintaining excellence in business education and supporting the IACBE’s accreditation process.
2. Schedule a preliminary site visit to determine its eligibility for candidacy status.
3. Submit the following information to the IACBE:
 - a. A list of locations where the institution’s business and business-related degree programs are offered.
 - b. The qualifications of business faculty.
 - c. A copy of the institution’s organizational chart.
4. Pay the costs of the preliminary site visit to the IACBE at least 90 days in advance of the preliminary visit. These costs include travel expenses, hotel, food, transportation, and a site visit fee.
5. Have the preliminary site visit.

In addition, the following information must be compiled and made available on site to the preliminary visit representative of the IACBE:

1. A copy of the most recent catalog for undergraduate and graduate programs. If the catalog is online, provide the Internet address (URL) and an electronic version⁵.
2. A program overview of the academic business unit which includes:
 - a. The mission statement of the academic business unit.
 - b. The specific page number in the institution’s catalog which:
 - 1) Describes each business program
 - 2) Identifies the academic credentials of each full-time faculty who teaches in the business program (highest earned degree and major field of study)
 - 3) Identifies the business core required by each business major and/or concentration
 - 4) Identifies the general education requirements for each business major and/or concentration (if applicable)
 - 5) Identifies the required courses beyond the business core for each business major and/or concentration
 - c. The number of undergraduate and graduate students majoring in business or business-related programs for each of the past three years
 - d. The number of degrees conferred, for each of the past three years, in business or business-related programs, listed by degree, major, and concentration.

⁵ A non-editable version such as a PDF file

3. A completed outcomes assessment plan for the academic business unit⁶.
4. The most current assessment results from the direct and indirect measures of student learning.
5. A description of the linkages between the academic business unit and business and industry (e.g., business advisory board, internships, etc.).

If needed, mentoring is available to assist the academic business unit in compiling the information required for the candidacy process.

The IACBE will review the report of the site visit representative and will communicate deficiencies and corrective actions that need to be taken. The academic business unit is expected to respond to each issue in the letter. The report and the response will be reviewed by the Board of Commissioners. When the candidacy requirements have been met, the academic business unit will be granted candidacy status by the Board of Commissioners.

After candidacy status is obtained, the academic business unit will, in consultation with the IACBE, establish a timeframe for attaining first-time accreditation.

Candidacy status in the IACBE normally will not exceed five years. Under extenuating circumstances, a single one-year extension may be approved by the IACBE Board of Commissioners. Under no circumstance is there any guarantee that candidates for accreditation will be accredited. Such determination is made by the IACBE Board of Commissioners after a self-study is prepared and a site visit is conducted.

Annual reports to the IACBE are required of all institutional members, including candidates for accreditation, regardless of accreditation status.

To assist members of the IACBE, the Board of Commissioners holds an accreditation workshop each year during the IACBE annual conference. Candidates for accreditation are encouraged to attend these workshops.

Accreditation

Business and business-related programs in international institutions without U.S.-based regional accreditation will use the standard approach to accreditation for both first-time accreditation and reaffirmation of accreditation. The institution will pay the cost of its site visit 90 days in advance of the site visit.

Guidelines for preparing the self-study are found in the IACBE's *Accreditation Manual: Standard Approach*. It is essential that these guidelines be followed when preparing the self-study. Incomplete, erroneous, or poorly organized information may jeopardize a program's potential for accreditation. Applicants are encouraged to ask questions throughout the preparation of the self-study. The IACBE headquarters is available to answer questions and, if necessary, review a draft of the self-study.

In the preparation of the self-study, questions may arise as to whether a faculty member's credentials enable him or her to be doctorally, professionally, or minimally qualified to teach in a particular content area. The Board of Commissioners has established a process whereby the IACBE staff will review faculty credentials upon request by the institution. The institution should submit a complete portfolio for each faculty member being reviewed. The contents of the portfolio should include materials that address faculty qualifications as described under Principle 4.1 in the *Accreditation Manual: Standard Approach* (page 21). The Board of Commissioners will make the final determination on faculty qualifications.

⁶ If a completed outcomes assessment plan is not available, an outline of a proposed plan may be submitted.

After the self-study is written, it is submitted to the IACBE headquarters for review, no less than 90 days prior to the scheduled site visit. Issues raised during this review will be communicated in writing to the institution so a written response can be made by the institution. A written response addressing each issue is expected before the scheduled site visit.

Once the self-study is in final form, the IACBE headquarters will send it to the members of the site visit team. Following the site visit, the team will report its findings to the IACBE headquarters. The IACBE will send a summary of the site visit team's report to the institution's president, chief academic officer, and primary representative. The program must send a response to the summary report, noting clarification, agreement, or disagreement with each finding; this response must be received before the Board of Commissioners reviews the self-study. The summary report and the program's response are presented, along with the self-study, to the Board of Commissioners, which determines the accreditation status of the institution's business and business-related degree programs.

After reviewing the self-study and site visit materials, the Board of Commissioners reports its findings to the institution. If accreditation is granted, it will cover a time period not to exceed five years. Once a program has received IACBE accreditation, it will continue to use the standard approach in the reaffirmation of accreditation.

Reaffirmation of Accreditation

For programs in international institutions without U.S.-based regional accreditation, IACBE accreditation covers a maximum time period of five years, as determined by the Board of Commissioners.

Reaffirmation of accreditation is necessary for an institution's business and business-related programs to continue being accredited by the IACBE. Reaffirmation of accreditation is accomplished using guidelines outlined in the IACBE publication, *Accreditation Manual: Standard Approach*. This involves preparation of a self-study and having a site visit. The institution will pay the cost of this visit 90 days in advance of the site visit. These costs include travel expenses, hotel, food and transportation, honoraria for the site visit team, and the accreditation fee.

The IACBE notifies programs in advance concerning the timing of reaffirmation, so that the institution can apply for its reaffirmation of program accreditation.

Accreditation Timetable and Application

Accreditation Timetable

The IACBE works with each academic business unit to establish a timetable that suits its particular needs. Typically, it takes an academic business unit about four to six months to prepare the self-study document; site visits usually take three days. If an institution has complex business and business-related degree programs or multiple sites, more time may be necessary for the site visit. If off-campus sites are used for teaching business courses and a site generates 25 percent or more of the total student credit hours of the overall business programs, then a site visit to the off-campus locations is required.

Costs

Due to the unique nature of working with international institutions in various parts of the world, costs are determined on an institution-by-institution basis. Wire transfers are preferred for all payments; the wire transfer information is shown in the form, Appendix B. For further information, contact the IACBE headquarters.

Application for Accreditation or Reaffirmation

Application for accreditation or reaffirmation of accreditation is made by the chief executive officer of the institution by writing the IACBE headquarters. For reaffirmation of accreditation, a \$1200 application fee for reaffirmation of accreditation needs to be wire transferred in coordination with the letter. The letter

should indicate the academic business unit's estimated timetable for completing its self-study. Send correspondence to:

President
IACBE
P.O. Box 3960
Olathe, KS 66063

Self-study materials and other packages should be sent by air express to IACBE headquarters using the following address:

President
IACBE
11403 Strang Line Road
Lenexa, KS 66215

Site Visit Procedures

Site Visit Team Composition

After an academic business unit submits its self-study report, the IACBE will designate a team of professionally trained program evaluators to conduct the site visit. The IACBE selects site visit team members from a pool of well-qualified persons with experience in the evaluation process. The chair of the team will be responsible for assuring that the visit is conducted objectively. The size of the team and the qualifications of its members are influenced by the institution's size, business program complexity, and number of off-campus locations. If the program's instruction takes place in a language other than English, at least one member of the site visit team will be fluent in the language of instruction.

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

- No member of the team will have had a recent affiliation with the institution being considered for accreditation, nor will the team member have relatives who are employees of the institution.
- No member of the team will be a graduate of the institution being considered for accreditation.
- No member of the team will have a known, expressed bias for or against the institution.
- No member of the team will currently be a full-time employee of another institution in the institution's primary competitive market.

Logistical Arrangements

After the site visit dates are agreed upon and the team is appointed, the institution will be responsible for coordinating logistical arrangements with the chair of the team. These include developing the agenda for the site visit, procuring a meeting room on campus for team meetings, communication of the visit arrangements with on-campus personnel, and arrangements for the visiting team to meet key staff, faculty, students, alumni, and community groups. A sample site visit agenda is shown in Figure 2 (page 16).

Once team members have accepted an accreditation visit assignment and a team chair has been designated, the IACBE will notify the institution of the member's names and positions and the dates of their visit. The IACBE will distribute copies of the self-study report to each member of the evaluation team. Team members are expected to examine carefully, prior to the site visit, all materials submitted by the applying program.

Prior to the site visit, the team chair will work with the academic business unit head to ensure that support is available to have a successful visit. The team chair is responsible for keeping the team members informed about the site visit arrangements and the team arrival and departure.

Team members will normally arrive the day before the first day of the official visit. The team chair will notify the other members of the team of the time and place of their first team meeting. At the team meeting, the team chair will review the specific plans for the visit, establish which team members will be responsible for writing specific portions of the report, and organize the team so a successful visit is possible. This meeting should also include a discussion of the team's reaction to the program's self-study report and related materials, review of the agenda for each day of the visit, and a discussion of how and when the final evaluation report will be compiled and forwarded to the IACBE headquarters.

Evaluation Team's Responsibilities

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

A final 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 proposed content of its report to the IACBE Board of Commissioners. At this meeting, the team chair should finalize plans for an exit interview with the head of the business unit. At the exit interview, the team chair will provide the institutional representatives with an oral summary of the major findings that will be in the team's written report. The team chair should make it clear in the exit interview that the IACBE's Board of Commissioners, not the visiting team, makes accreditation decisions.

Note: The team will not express any opinions as to whether accreditation will be granted; accreditation decisions are the sole prerogative of the IACBE's Board of Commissioners.

Each member of the site visit team is responsible for writing a portion of the team's report. The team chair has overall responsibility for gathering this information from the team members and preparing a comprehensive final typed report for the Board of Commissioners. If no additional information is required from the institution, the site visit's team report normally will be completed no later than two weeks after the team's visit to the institution and forwarded to the IACBE headquarters.

The precise length of the site visit depends on the location(s), size, and number of business and business-related degree programs offered by the institution. Generally, three days is sufficient time to allocate for the site visit. It may take extra days if there are extensive off-campus sites.

Program's Response

After the site visit team's report has been forwarded to the IACBE headquarters, a summary of the findings is sent to the institution's primary representative for review and comment. A written response by the primary representative or his or her designee is required within two weeks of receipt of the report; the Board of Commissioners cannot review the program's request for accreditation without this response.

Board of Commissioners' Actions

The IACBE Board of Commissioners is composed of up to eight members of the IACBE and normally meets two times each year, in April and November. The Board of Commissioners independently determines the accreditation status of an institution's business and business-related degree programs.

The Board of Commissioners reviews the self-study materials, the site visit team's report, and the program's response and determines:

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

Accreditation actions by the Board of Commissioners are taken only after reviewing the self-study report, the report of the site visit team, and the program's response to the team's report. At each level of review the Board of Commissioners considers (1) the compliance of the program with the IACBE's accreditation principles, (2) both the number and seriousness of any deficiencies, and (3) the institution's willingness and capability to pursue excellence in business education.

The Board of Commissioners takes one of the following actions on a program's request for accreditation.

Accreditation Granted

Accreditation is granted to those programs judged by the Board of Commissioners to be substantially in compliance with the IACBE accreditation principles. The institution 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 will be notified, in writing, of its program accreditation status. For business and business-related degree programs in international institutions without U.S.-based regional accreditation, IACBE accreditation covers a maximum time period of five years, as determined by the IACBE Board of Commissioners. There are four categories that may apply to a program granted accreditation.

Accredited. This accreditation is granted to business and business-related degree programs that meet all of the accreditation principles of the IACBE.

Accredited with Observations. All of the IACBE accreditation principles have been met, but the site visit team and the Board of Commissioners have made some observations that could be helpful to the program. Action on observations is recommended, but not required.

Accredited with Notes. Certain accreditation principles of the IACBE have not been met; these principles are identified in the notes. Notes represent concerns of the Board of Commissioners, and until those concerns are dealt with by the program and accepted by the IACBE, the notes must be addressed each year in the program's annual report to the IACBE. The program has up to three years to eliminate the deficiencies identified in the notes to maintain its IACBE accreditation.

Accredited with Conditions. Certain key accreditation principles have not been met; these principles are identified in the notes. Accreditation with conditions will cover a time period not to exceed three years. During the first two years, the program must work to eliminate any notes that were identified by the Board of Commissioners. The program must provide an annual report outlining steps taken to correct deficiencies identified in the notes. Within six months following the end of this two-year period, the program must have a commissioners' visit to validate that the deficiencies have been corrected. As a result of this visit, the Board of Commissioners will determine the accreditation status of the institution's business programs. The institution will pay the cost of this visit 90 days in advance. These costs include travel expenses, hotel, food, and transportation.

Accreditation Deferred

When a program that is a Candidate for Accreditation is found to be in noncompliance with a number of the IACBE principles, the Board of Commissioners may defer action until a later date (usually within three years) pending remedial action and/or receipt of additional information. The reasons for the deferral will be stated in writing by the IACBE Board of Commissioners, along with an invitation to respond. The program will continue to hold candidacy status. A deferral is, in effect, a ruling of no action on accreditation at that time, and therefore the action cannot be appealed. There are two major reasons for a deferral action: first, the deficiencies are extensive; and/or second, adequate information concerning compliance with principles was not included in the self-study document or other related documents.

If within three years of deferral by the Board of Commissioners, a program corrects the deficiencies that caused the accreditation to be deferred, the institution may write a letter notifying the IACBE of the corrective action it has taken. A commissioner will then be assigned to make a one-day visit to validate that the deficiencies have been corrected. The costs of this visit will be paid 90 days in advance by the institution. The institution will be notified of the action of the IACBE Board of Commissioners.

Accreditation Denied

If a program does not meet the eligibility requirements of the IACBE or is in significant noncompliance with IACBE principles, the Board of Commissioners may deny accreditation. If accreditation is denied, the Board of Commissioners will provide written reasons for the denial of the application. The program has the opportunity to 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 written statement of denial.
2. The program may present only evidence not already considered. The institution 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.

Based on the new evidence presented, 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. In this case, no further remedy is available to the program for the period of one year, after which the program may reapply to become a Candidate for Accreditation.

The institution must pay in advance any additional costs associated with scheduling meetings of the IACBE Board of Commissioners to address denial appeals.

Public Notification of Accreditation

Once program accreditation has been granted by the IACBE, an institution must denote this status in its catalog and official publications and may denote it in its advertising. The form of notice is prescribed by the IACBE, and specific permissible language is set forth by the IACBE. Such notice should in all cases clearly delineate what is accredited. Any questions about the form of the notice should be specifically answered via consultation with the IACBE. An example of the notice that must be used in the catalog and other official publications is as follows.

[Institution's name] has received specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. The following degree programs are accredited by the IACBE:

- *Bachelor of [Science, Arts, etc.] degrees in [list of degrees].*
- *Master of Business Administration*

In other less formal publications, the IACBE must approve statements referring to the IACBE accreditation. No program or institution is permitted to use the term accredited in reference to the IACBE unless it has been authorized by the IACBE to do so.

Probation

Probation may occur for two reasons.

1. When a program that has been accredited with notes or conditions does not remove those deficiencies within the required three-year period, the Board of Commissioners may place it on probation.
2. When the institution is placed on probation by its regional accrediting body, its business program normally will be placed on probation by the IACBE.

When the business program is placed on probation, the institution will be notified and requested to respond to the issues that caused the program to be placed on probation. The issues must be remedied within the time frame specified by the IACBE Board of Commissions; this time frame will not exceed two years. When the deficiencies are ameliorated, the program will submit a letter to the IACBE asking for a review so probation may be lifted.⁷ A commissioner will visit the campus to verify that the deficiencies have been corrected to the satisfaction of IACBE. The report of these findings is made to the Board of Commissioners for its final disposition. If the deficiencies are not corrected within the time specified, the program will be subject to withdrawal of its accreditation.

Accreditation Withdrawal

Withdrawal of accreditation differs significantly from denial of accreditation; denial applies to programs seeking accreditation, while withdrawal applies to programs having IACBE accreditation. Withdrawal of accreditation typically occurs following a period of probation. Accreditation may be withdrawn by the IACBE Board of Commissioners through two types of actions: (1) suspension of accreditation, and (2) revocation of accreditation.

The IACBE will notify programs facing withdrawal of accreditation by certified mail. The program will have a 60-day time period in which to initiate an appeal of accreditation withdrawal. The program's accreditation status is protected pending final disposition of the appeal process.

⁷ While the program is expected to report on the progress toward remedying each condition in its annual report, 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, a program no longer substantially complies with the IACBE's accreditation principles and/or policies and procedures. A judgment of suspension will specify the time, conditions, and terms by which a program may regain accreditation through correction of the conditions that led to the suspension.

Listed below are some, but not all, reasons for suspension:

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 accredited business program fail to conform to the IACBE reporting requirements as described below in the section titled "Reporting Requirements."
3. When any substantial or significant change in the operation, structure, governance, ownership, control, location, facilities, or business programs of the institution is made without notification to the IACBE.
4. When the program fails to respond adequately to inquiries or requests for information, or fails to cooperate in completing arrangements for a scheduled evaluation.
5. When the program has substantially disregarded directives of the IACBE.
6. When the program fails to file an annual report on a timely basis as required by the IACBE.
7. When the program has failed to pay its annual membership dues or accreditation fees in a timely manner as established by the IACBE Board of Directors.

Revocation of Accreditation

Revocation of accreditation rarely occurs; it most often follows suspension by the IACBE, and thereafter, the failure of the program to correct deficiencies noted by the IACBE. A judgment of revocation by the IACBE requires that the program 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 program is afforded the following procedural guarantees:

1. The program will have a 60-day time period in which to initiate an appeal of accreditation withdrawal. The program's accreditation status 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 program is ultimately to be judged.
4. A right of appeal as described below.

Appeal procedures have been established for programs whose accreditation has been withdrawn. These procedures are intended to provide due process to programs claiming to be aggrieved by the withdrawal actions; they do not apply to decisions by the IACBE to deny accreditation. A program must file an appeal with the IACBE, signed by the chief executive officer of the institution making the appeal, within 60 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 principles or procedures of the IACBE, or
2. Not supported by sufficient evidence in the record upon which the IACBE Board of Commissioners based the withdrawal action.

The Board of Appeal has no jurisdiction or authority concerning the reasonableness of the accreditation principles and procedures. Nor will the Board of Appeal consider any evidence that was not in the record for review by the IACBE Board of Commissioners.

The Board of Appeal is a separate, independent appeals body established by the IACBE for the purpose of hearing appeals by programs whose accreditation has been withdrawn. The Board of Appeal serves as another level of due process for programs whose accreditation has been withdrawn.

The Board of Appeal is comprised of five persons, each of whom must be a business faculty member or academic administrator of an IACBE accredited program 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 accreditation process. An appointee to the Board of Appeal may not be currently serving as a Commissioner.

The Board of Appeal is empowered to review, upon notice of appeal by an institution, the withdrawal of business program accreditation. 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 be finally disposed of upon issuance of the Board of Appeal's decision. An appeal remanded to the Board of Commissioners by the Board of Appeal shall be deemed to be finally disposed of 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.

Briefs may be submitted, prior to the hearing, by the institution 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 institution 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 Board of Appeal. Within a reasonable time following the conclusion of the hearing, the Board of Appeal shall issue a written statement of the 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. Publication of the decision is the responsibility of the IACBE; however, it has no authority to withhold publication.

The appealing institution will bear the following expenses in connection with the appeal:

1. Travel, housing, and subsistence 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.

Voluntary Withdrawal

There may be reasons for an IACBE accredited program to withdraw from the 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 the IACBE headquarters. The institution is then required to make a public statement of its withdrawal, and to strike any reference to the IACBE accreditation from its catalog and other public documents. Voluntary withdrawal does not entitle the institution to a refund of membership dues.

Reporting Requirements

Substantive Changes

Member institutions are to report to the IACBE substantive changes that impact their business programs. When such changes have been reported to its regional accrediting body, a copy of this report and the accrediting body's response should also be included in the program's annual report to the IACBE. This information will be presented to the IACBE Board of Commissioners.

Other Changes

Regardless of what a regional accrediting body may consider substantive, the following changes must be reported to the IACBE.

New Branch Campuses and Extension Centers

It is the responsibility of the institution to notify the IACBE and to possibly undergo a preliminary visit by the IACBE before identifying a new branch campus as offering IACBE-accredited degree programs. Failure to notify the IACBE prior to initiation of a branch campus that offers business courses and degrees may jeopardize the program's accreditation status.

The institution will provide the rationale for initiation of the branch campus and other information about the educational program, degrees awarded, faculty, learning resources, physical and financial resources, admission and graduation requirements, compliance with state law evidencing authority to operate, number of students, administrative arrangements, and other information the IACBE may request.

It is the responsibility of the institution to notify the IACBE of the opening of a new extension center or auxiliary activity that plans to offer business courses. The institution will provide the location and the educational purpose of the center or activity along with the number of students involved and any additional information requested by the IACBE.

New Degree Programs

If a business unit plans to offer new business or business-related degrees after it has been accredited, then the IACBE must be notified during the early stages of the program planning and expansion. Supporting information on student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, and promotional materials should be sent to the IACBE.

If the new program is determined to be substantially different from other business or business-related degree programs offered by the institution, the Board of Commissioners, at its discretion, may require a

focus visit. If the Board of Commissioners determines that educational quality of the business unit may be jeopardized by adding the new program, the program's accreditation status may need to be reconsidered.

When an institution adds a new business program, it must notify the IACBE of the addition and include it in the next IACBE accreditation self study. Normally a new degree program will have been operational, with enrolled students, for at least two years before it is reviewed for accreditation by the IACBE Board of Commissioners. All new degree programs must be reviewed by the IACBE within five years of their inception.

Program Termination

A decision by a business unit to voluntarily terminate any of its business programs should be communicated to all interested parties, including the IACBE.

New students should not be enrolled in any program that is scheduled to be terminated if they cannot complete their work prior to the closing date for which public notice has been given. The institution is obligated to continue to offer appropriate courses, including prerequisites, so that the currently enrolled students will be able to complete the program. For this purpose, the period of time need not extend beyond sufficient time for students already enrolled, and maintaining normal academic progress, to complete the program.

Change of Institution's Name or Location

The IACBE should be notified immediately if an institution is contemplating changing its name and/or physical location.

Change of Ownership

The transfer of ownership or a major change in the controlling mechanism of an institution is considered to be a substantive change. The IACBE will handle changes of this nature as follows:

1. **Automatic Discontinuation.** Any change in ownership or control of an institution automatically results in immediate discontinuation of accreditation by the IACBE. Reinstatement of accreditation may be regained only upon application to and reconsideration by the IACBE. Because this discontinuation decision occurs without action or prior approval by the IACBE, this change of status does not constitute withdrawal of accreditation and is not a negative action.
2. **Reinstatement.** When automatic discontinuation occurs the 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 institution. 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 approve the reinstatement.
3. **Effect of Change.** Until the application for reinstatement (either permanent or temporary) has been granted, the accreditation of the institution is in abeyance. If the reinstatement is withheld, the matter shall be treated as a denial.

Closing of Institution

When the IACBE receives information, from whatever source, that an institution has ceased to operate, it will immediately take steps to verify the information. If an institution has ceased to function, the grant of program accreditation is summarily suspended. Such action is authorized without prior notice or hearing and with immediate public notice.

The institution will be notified in writing of the suspension at its last known address. If no petition to lift the suspension is received within 60 days of this notification, the suspension automatically becomes a revocation.

Annual Report

By successfully completing the process of accreditation, a program tacitly agrees to abide by the accreditation policies and procedures of the IACBE. The accredited business program will keep the IACBE fully informed of the activities being conducted on at least an annual basis. To assist the program in complying with this requirement, the IACBE requires an annual report from each accredited program. The annual report is required to be filed with IACBE headquarters during November of each year. An example of the annual report for business and business-related degree programs in U.S. institutions is shown in Figure 3 and for those in international institutions in Figure 4.

The purpose of the report is to keep the IACBE apprised of the activities and changes that take place each academic year so a determination can be made that the business unit remains in compliance with IACBE accreditation principles. Any activity or change within the institution and/or the business unit that materially alters the status of the business faculty, the business curriculum, the resources in support of the business unit, or other IACBE accreditation principles must be reported in the annual report to the IACBE.

Figure 3: IACBE Annual Report–U.S. Institutions

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1, of each year.

General Information

Institution’s Name:					
Institution’s Address:					
City:		State:		ZIP/Postal Code:	
Name of Submitter:					
Title:			Date Submitted:		
Your Telephone:			Your Email:		

Accreditation Information

A. Accreditation status of your academic business unit (mark one):

<input type="checkbox"/>	Accredited
<input type="checkbox"/>	Candidate for Accreditation

B. Please state when your next regional accreditation site visit is scheduled: _____ (year).

C. If you have received an accreditation letter from the IACBE Board of Commissioners with “notes” that identified areas needing corrective action, please list the item or expectation number for each note in the matrix below. Indicate whether corrective action has already been taken or that you have made plans to do so.

<i>Commissioners’ Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>

(Use additional sheet if necessary.)

Outcomes Assessment

D. Has your outcomes assessment plan been submitted to the IACBE?

<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No. If no, when will the plan be submitted to IACBE?	

E. Is the original or revised outcomes assessment plan you submitted to the IACBE still current or have you made changes?

<input type="checkbox"/>	The outcomes assessment plan we submitted is still current.	
<input type="checkbox"/>	Changes have been made and the revised plan is attached.	
<input type="checkbox"/>	We have made changes and the revised plan will be sent to the IACBE by:	

Outcomes Assessment (continued)

- F. Complete the form in Exhibit A (page 4) and include it with this annual report to the IACBE. An example of a completed form can be found on page 5.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures are most often used at the program level.

Examples of both direct and indirect student learning measures are shown on page 5. You will need to insert your own direct and indirect student learning measures when completing Exhibit A. The examples provided in the mock-up on page 5 are commonly used assessment measures, but there are other choices as noted in the IACBE monograph *Outcomes Assessment in Higher Education*, pages 8-9 and page 38.

On the bottom of Exhibit A, space is provided to show changes and improvements you plan to make as a result of your assessment activity.

Programmatic Information

- G. Identify any significant changes that have taken place in your business and business-related degree programs during the reporting period (2004-05).

1. Did you terminate any degree programs during the reporting year?

	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your business majors, concentrations, or emphases?

	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new degree programs in business established during the academic year?

	No (skip to item H below)
	Yes. If yes, please identify the new degree programs on a separate sheet; answer item G-4 below.

4. Was approval of your regional accrediting body required for any of these programs?

	No
	Yes. If yes, please fax, mail or attach a copy of the material you sent to your regional accrediting body to obtain approval.

Figure 3, continued

Administrative Changes

H. Identify any administrative changes that directly affect your academic business unit.

Such changes would include your business unit’s primary representative to IACBE, your designated alternate to IACBE, your institution’s president and academic vice president, and the head of your business unit (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone and fax numbers and email address.

Position	Name		Title
	Telephone	Fax	Email

Other Issues

I. Briefly comment on other issues pertaining to your academic business unit you would like to share with the IACBE.

IACBE Annual Report—U.S. Institutions

For Academic Year 2004-2005

Sample of Completed Program-Level Intended Outcomes Matrix

Identify Each Intended Outcome	Identify the Assessment Activity	Assessment Results— Intended Outcome was:	
		Realized	Not Realized*
Direct Measures:			
1. All business majors will score at least 70% on the comprehensive examination.	Comprehensive Exam	X	
2. All business major seniors will score a minimum of 80% of their capstone projects.	Capstone Project	X	
Indirect Measures:			
1. 90% of graduating seniors will perceive a high level of satisfaction from their learning experience.	Student Satisfaction Survey	X	
2. 80% of third year alumni will perceive that they were well equipped for employment in the business sector.	Alumni Survey		A
* Explanation of course of action for intended outcomes not realized:			
A: Only 70% of those graduates from three years ago (70% of respondents) felt well equipped. Forty percent of respondents felt they needed a stronger foundation in finance; twenty percent felt they needed a stronger foundation in marketing. After reviewing the curriculum and CPC coverage, we are supplementing FIN 301 with more current information on financial analysis. A course in marketing research is being added to provide more breadth in marketing.			

Note: If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed.

Figure 4: IACBE Annual Report–International Institutions

This annual report should be completed for your academic business unit and submitted to the IACBE by November of each year.

General Information

Institution's Name:					
Institution's Address:					
City:		Country:		ZIP/Postal Code:	
Name of Submitter:					
Title:		Date Submitted:			
Your Telephone:		Your Email:			

Accreditation Information

A. Accreditation status of your academic business unit (mark one):

<input type="checkbox"/>	Accredited
<input type="checkbox"/>	Candidate for Accreditation

B. For international institutions with U.S.-based regional accreditation, please state when your next regional accreditation site visit is scheduled: __ (year).

C. If you have received an accreditation letter from the IACBE Board of Commissioners with “notes” that identified areas needing corrective action, please list the item or expectation number for each note in the matrix below. Indicate whether corrective action has already been taken or that you have made plans to do so.

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>

(Use additional sheet if necessary.)

Outcomes Assessment

D. Has your outcomes assessment plan been submitted to the IACBE?

<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No. If no, when will the plan be submitted to IACBE?	

E. Is the original or revised outcomes assessment plan you submitted to the IACBE still current or have you made changes?

<input type="checkbox"/>	The outcomes assessment plan we submitted is still current.	
<input type="checkbox"/>	Changes have been made and the revised plan is attached.	
<input type="checkbox"/>	We have made changes and the revised plan will be sent to the IACBE by:	

Outcomes Assessment (continued)

- F. Complete the form in Exhibit A (page 4) and include it with this annual report to the IACBE. An example of a completed form can be found on page 5.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures are most often used at the program level.

Examples of both direct and indirect student learning measures are shown on page 5. You will need to insert your own direct and indirect student learning measures when completing Exhibit A. The examples provided in the mock-up on page 5 are commonly used assessment measures, but there are other choices as noted in the IACBE monograph, *Outcomes Assessment in Higher Education*, pages 8-9 and page 38.

On the bottom of Exhibit A, space is provided to show changes and improvements you plan to make as a result of your assessment activity.

Programmatic Information

- G. Identify any significant changes that have taken place in your business and business-related degree programs during the reporting period (2004-05).

1. Did you terminate any degree programs during the reporting year?

	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your business majors, concentrations, or emphases?

	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new degree programs in business established during the academic year?

	No (skip to item H below)
	Yes. If yes, please identify the new degree programs on a separate sheet; answer item G-4 below.

4. Was approval of your regional accrediting body required for any of these programs?

	No
	Yes. If yes, please fax, mail or attach a copy of the material you sent to your regional accrediting body to obtain approval.

Administrative Changes

H. Identify any administrative changes that directly affect your academic business unit.

Such changes would include your business unit’s primary representative to IACBE, your designated alternate to IACBE, your institution’s president and academic vice president, and the head of your business unit (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone and fax numbers and email address.

Position	Name			Title
	Telephone	Fax	Email	

Other Issues

I. Briefly comment on other issues pertaining to your academic business unit you would like to share with the IACBE.

IACBE Annual Report—International Institutions

For Academic Year 2004-2005

Sample of Completed Program-Level Intended Outcomes Matrix

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results— Intended Outcome Was:	
		Realized	Not Realized*
Direct Measures:			
1. All business majors will score at least 70% on the comprehensive examination.	Comprehensive Exam	X	
2. All business major seniors will score a minimum of 80% of their capstone projects.	Capstone Project	X	
Indirect Measures:			
1. 90% of graduating seniors will perceive a high level of satisfaction from their learning experience.	Student Satisfaction Survey	X	
2. 80% of third year alumni will perceive that they were well equipped for employment in the business sector.	Alumni Survey		A
* Explanations of course of action for intended outcomes not realized:			
A: Only 70% of those graduates from three years ago (70% of respondents) felt well equipped. Forty percent of respondents felt they needed a stronger foundation in finance; twenty percent felt they needed a stronger foundation in marketing. After reviewing the curriculum and CPC coverage, we are supplementing FIN 301 with more current information on financial analysis. A course in marketing research is being added to provide more breadth in marketing.			

Note: If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed.

Appendices

Application for IACBE Membership and Candidate for Accreditation Status (U.S. Based Institutions)

President/CEO's Name: _____
 Institution's Name: _____
 Institution's Address: _____
 City: _____ ST: _____ ZIP Code: _____
 Telephone: _____ E-mail: _____
 FAX: _____ Web Site: _____

1. Does your institution currently have U.S.-based regional accreditation? _____ Yes _____ No
 If yes, please attach a copy of the regional accrediting body's letter certifying your regional accreditation status.
2. In what year will you have your next regional accreditation site visit? _____
3. What is the organizational name of your academic business unit (e.g., department, division, school of business administration)? _____
4. Please provide the following information concerning the head of the academic business unit.

Name: _____ Title: _____
 Highest earned degree: _____ E-mail: _____
 Telephone: _____ FAX: _____

5. List all of the degrees offered by your academic business unit (e.g., A.S., B.B.A., B.S. in Accounting, M.B.A., etc.) and the number of each degree conferred in the last academic year.
 (If additional space is needed, attach a sheet with continuation of listing.)

Degrees Offered	Number Conferred		
	Year 1	Year 2	Year 3

6. Please enclose a copy of your current catalog(s) and your membership dues check with this application.

Submitted herewith is our application for membership in the IACBE and our commitment to excellence in business education.

Signature of Chief Executive Officer: _____ Date: _____
 CEO's printed name: _____ Title: _____

If mailing materials, send to:

If shipping materials via courier, ship to:

Director of Member Services
 IACBE
 P.O. Box 3960
 Olathe Park, KS 66063
 USA

Director of Member Services
 IACBE
 11403 Strang Line Rd
 Lenexa, KS 66215
 USA

Application for IACBE Membership and Candidate for Accreditation Status (For International Institutions Without U.S.-based Regional Accreditation)

President/CEO's Name: _____
 Institution's Name: _____
 Institution's Address: _____
 City, Prov., Country: _____ Postal Code: _____
 Telephone: _____ E-mail: _____
 Fax: _____ Website: _____

1. Identify the entity that authorizes your institution to grant baccalaureate and graduate degrees.

_____ Please attach a copy of the document that gives your institution authority to grant degrees.

2. If appropriate, in what year will you have your next accreditation site visit? _____
3. If appropriate, what is the organizational name of your academic business unit (e.g. department, division, school of business administration)? _____
4. Please provide the following information concerning the head of your academic business unit and its primary representative to the IACBE.

Name: _____ Title: _____
 Highest earned degree: _____ E-mail: _____
 Telephone: _____ FAX: _____

5. List all of the degrees offered by your academic business unit (e.g. A.S., B.B.A., B.S. in Accounting, M.B.A., Ph.D., etc.) and the number conferred in the last three academic years.
(If additional space is needed, attach a sheet with continuation of listing.)

Degrees Offered	Number Conferred		
	Year 1	Year 2	Year 3

6. Please enclose your current catalog(s) and your membership dues* in U.S. funds with this application.

Submitted herewith is our application for membership in the IACBE and our commitment to excellence in business education.

Chief Executive Officer's Signature: _____ Date: _____
 CEO's printed name: _____ Title: _____

Mail to: Director of Member Services Ship to: Director of Member Services
 IACBE IACBE
 P.O. Box 3960 11403 Strang Line Rd
 Olathe, KS 66063 USA Lenexa, KS 66215 USA

* Wire Transfer: Fifth Third Bank 38 Fountain Square Plaza Cincinnati, OH USA	Account Number: 7431526842 Swift Number: FTBCUS3CXXX
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Appendix C

Glossary

Academic Business Unit (ABU): A department, division, school, or college responsible for administering business or business-related degree programs for which specialized accreditation is sought or has been granted by the IACBE.

Accelerated Approach to Accreditation: The accelerated approach to accreditation includes the IACBE commissioners-approved accreditation principles as found in the IACBE *Accreditation Manual*, which is designed for each ABU to demonstrate its achievement of excellence in business education. The accelerated approach is offered to member institutions to ensure that future site visits are synchronized with the institution's regional accreditation site visits. It is offered to member institutions to obtain IACBE accreditation before their next regional accreditation site visit. This approach to accreditation is available only to institutions with U.S.-based regional accreditation and is only available for first time accreditation. IACBE accreditation remains in effect through the year following the institution's next regional accreditation site visit.

Accreditation: 1. The process of self-study and external peer review for quality assurance, accountability, and quality improvement of an academic institution offering business or business-related degree 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 meeting the published principles of the IACBE.

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: An IACBE member institution whose business or business-related degree programs are judged by the IACBE Board of Commissioners to be substantially in compliance with the IACBE accreditation principles, and maintain excellence in business education in its undergraduate, master's, and doctoral degree programs.

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

Annual Report: A report to the IACBE required of all candidates and accredited members, which is to be submitted yearly as required. The annual reports are used to monitor the status of members and their efforts toward continuous improvement.

Applicant: An institution that has submitted a completed IACBE membership application form with appropriate enclosures as specified on the application form.

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 which courses would be transferable, and whether it is applicable toward a given degree program.

Assessment: A process of determining whether or not established student learning or operational goals/objectives have been achieved and whether the mission of the ABU is being accomplished. Included in the process are the gathering, evaluating, and interpreting of results in light of intended outcomes. *See also, "Closing the Loop."*

Basic Skills Development Program: The program followed by an institution of higher education to assess/develop the reading, writing, quantitative, computer literacy, and information literacy skills of undergraduate students.

Benchmarking: The process of continuously measuring and comparing one's academic business unit's processes against comparable processes in leading organizations, and against industry best practices to obtain information that will help the organization identify and implement improvements.

Blended programs: 1. This is an interdisciplinary degree program with considerable business content. Examples of blended programs are engineering management, sport management, health care management, industrial management, and museum administration. The academic unit in which the majority of the major-area courses are offered should normally administer the program. (See also Interdisciplinary Programs.) 2. A program, the delivery of which is partially on-line and partially face-to-face.

Board of Commissioners: The IACBE Board of Commissioners is an independent body elected by the membership in accordance with the IACBE bylaws. The commissioners review and evaluate requests for specialized accreditation from IACBE members, and determine the accredited status of all IACBE members. The commissioners are responsible for maintaining and updating the IACBE accreditation processes and associated manuals.

Board of Directors: The IACBE Board of Directors is elected by the membership in accordance with the bylaws of the IACBE. The directors are responsible for general oversight of the affairs of the Assembly and establishing policy.

Broad-based goals: These represent aspirations of the ABU and should be directly related to the accomplishment of the ABU's mission. In support of IACBE's principles, there are two general types of broad-based goals, operational goals and student learning goals.

Business Core: A business core represents business and business-related courses required for graduation in an undergraduate degree program.

Business Program: an organized set of courses that leads to the awarding of a business or business-related degree at the undergraduate or graduate level in an institution of higher education.

Business-Related Program: A degree program that contains a number of business courses may be considered as a business-related program. Programs titles containing management, business, or administration might be considered as a "business-related" program for accreditation purposes. The program may be administered by the business unit or another academic unit elsewhere in the institution. A business-related program's curriculum does not normally contain the business core as defined by the ABU.

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

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.

Closing the Loop: Completing all five parts of the assessment process: using a minimum of two direct and two indirect measures of student learning; evaluating the results against intended outcomes; identification of changes and improvements that are needed; development of action plans to implement those changes and improvements; integrating the action plans into the strategic planning process; and identifying realized outcomes.

Common Professional Component (CPC): The common professional component (CPC) is comprised of required coverage of topical/ subject areas in baccalaureate business degree programs, as set forth in IACBE accreditation manuals.

Degree Program: An organized sequence of courses that leads to the awarding of a degree at the undergraduate or graduate level in an institution of higher education.

Direct Measures: *see Measures, Direct*

Educational Innovation: This IACBE principle involves 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.

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 doctorally-qualified, professionally-qualified, minimally-qualified, or unqualified.

Findings: These are items and issues identified by the site visit team resulting from its visit to the institution and validation of the ABU's self-study, to determine compliance with the IACBE principles. The IACBE Board of Commissioners will examine these findings to determine if they should be identified as observations, notes, or commendations.

Goal: *see Mission/Goal/Objective*

IACBE: The International Assembly for Collegiate Business Education. The IACBE is an international, specialized accrediting body that promotes and recognizes excellence in business education in colleges and universities through mission-driven and outcomes-based accreditation of business and business-related programs at both the undergraduate and graduate levels.

Indirect Measures: *see Measures, Indirect*

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

- Is a U.S. or international institution that is accredited by and in good standing with one of the six U.S. regional accrediting bodies; or
- Is an international institution that is recognized by its government or its duly authorized authority as a degree granting entity; and
- Has an approved, publicly stated mission appropriate to a college or university; and
- Offers at least one bachelor or graduate degree program in business or a business-related field, with enrollment for at least two years.

Institutional Member: A U.S. institution with U.S.-based regional accreditation or an international institution of higher education that has submitted a membership application and annual dues to the IACBE.

Intended Outcome: A planned or desired result pertaining to student learning, basic skills development, personal development of students, or ABU operational effectiveness.

Interdisciplinary Program: For IACBE purposes, a program of study that, in addition to business and business-related content, contains courses from other academic areas or disciplines. Examples of interdisciplinary programs include sport management, health care management, industrial management, arts management/administration, and engineering management.

International Institution: An institution of higher education located outside of the United States or its territories. However, if an international institution has received U.S.-based regional accreditation, it is considered to be equivalent to a U.S.-based institution for IACBE accreditation purposes.

Measurement Instruments: These are tools used to determine whether intended outcomes have or have not been realized. Measurement instruments for student learning can be either direct or indirect.

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

Measures, Indirect: Methods used to assess students' perceptions, thoughts, or opinions related to their educational experience. Examples of indirect measures are: satisfaction surveys, job placement data, graduation rates, exit interviews, and focus groups.

Mission/Goal/Objective: *Mission* is a statement of the purpose of the institution or the ABU, why it exists, and its future direction/vision. *Goals* are established to place into action the mission/purpose/vision of the institution or the ABU (the results it wants to accomplish in the future). The mission and goals of the ABU should be congruent with those of the institution. *Objectives* are the specific, measurable results the institution expects to achieve consistent with its mission and goals. (They provide mileposts along the chosen path to the goal).

New Program: For IACBE purposes, a business or business-related program of study that is added to an institution's degree offerings. When an accredited member of the IACBE offers a new degree program administered by the ABU, the ABU must seek accreditation of the new program by the IACBE, complying with IACBE policies and procedures.

Note: A note indicates that a specific principle in the IACBE accreditation manual has not been fully met. The institution is responsible for taking corrective action for all notes in the commissioners' accreditation letter, within the specified timeframe. The ABU is required to report corrective action taken on each note in its annual report, until that note is satisfied.

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 institution in achieving excellence in business education. Action on observations is highly recommended, but not required.

Off-Campus: Any site other than the main campus at which courses are taught by the ABU is considered to be "off campus". Delivery of courses by means of technology to dedicated sites may also be considered "off campus".

Operational Effectiveness: the ability of the academic business unit to accomplish the unit's operational goals and objectives.

Outcomes Assessment Plan: A document prepared by an ABU that describes its process of quality assurance in terms of accomplishing its mission. For IACBE purposes, the document includes: a statement of mission and broad-based goals (learning and operational); identification of student learning outcomes for each degree program; descriptions of the basic skills development program and personal development of students programs; identification of operational effectiveness measures; and a description of how outcomes assessment is integrated into the institution's strategic planning process.

Personal Development Program: Academic institutions (as well as ABUs) have the responsibility of creating opportunities for students to develop in areas other than scholarship. Personal development programs should offer a number of options designed to support the development of a well-balanced lifestyle and encourage emotional well-being, personal growth, and decision-making skills.

Principle: The IACBE's accreditation principles represent its criteria 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 assess progress toward excellence, allow for a continuum of accomplishment, 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 principle 4.3, "For each area in which a major or concentration is offered, an academic unit should have at least one full-time doctorally-qualified or professionally-qualified faculty member."

Reaffirmation of Accreditation: Once a degree program has been granted accreditation by the IACBE, it must have that accreditation reaffirmed periodically by developing a self-study, having 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.

Regional Accreditation: The recognition of institutions of higher education as having satisfied the accreditation standards of one of the six U.S. regional accrediting associations. These associations include the Middle States Commission on Higher Education, the New England Association of Schools and Colleges Commission on Institutions of Higher Education, The Higher Learning Commission of the North Central Association of Colleges and Schools, the Northwest Commission on Colleges and Universities, the Southern Association of Colleges and Schools Commission on Colleges, and the Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities.

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 & professional activities: Those activities and tasks that faculty perform to enhance and further develop their knowledge, skills, and abilities, within their field of study.

Self-study/self-evaluation: A comprehensive report providing evidence that all accreditation principles in the *IACBE Accreditation Manual* have been met or addressed.

Site visit: A comprehensive, on-campus review of the ABU's academic programs and operations, in response to the institution's request for specialized accreditation. The site visit includes validation of the ABU's self-study report by an IACBE site visit team of professionally trained program evaluators.

Specialized degree program: A niche degree program in business, designed to serve a relatively small target audience. Examples include programs such as leadership, supply-chain management, or forensic accounting. Because of their unique focus, undergraduate specialized business degree programs may justify deviation from Common Professional Component (CPC) coverage.

Standard Approach to Accreditation: The IACBE commissioners-approved approach to specialized accreditation that is an option for first-time accreditation and must be used for reaffirmation of accreditation.

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

U.S.-Based Regional Accreditation: *See Regional Accreditation.*