AACSB International

Introduction to Accreditation

By: MF. Arrozi
Agenda

- Accreditation Philosophy and themes
- Process and timeline
- Eligibility criteria
- Standards overview
- Useful links
- Q&A
AACS B Accreditation Philosophy

- Mission-driven
- Emphasis on high quality and continuous improvement
- Self assessment & peer review
- Reviewers trained and knowledgeable on accreditation standards and processes
- Standards are guidelines, not a checklist
- Engagement, Innovation and Impact – 3 accreditation themes
- 15 accreditation standards
Multiple levels of Peer Review

- Operational Committees –
  - Initial Accreditation Committee (IAC)
  - Continuous Improvement Review Committee (CIRC)
  - Accounting Accreditation Committee (AAC)
- Mentor for initial accreditation
- Peer Review Team – 3 members: PRT Chair & 2 other members
What are the main accreditation submissions a school should be aware of & estimated timeline?

1. Eligibility application per committee meeting date
2. initial Self Evaluation Report (iSER) up to 2 years
3. 1st, 2nd, or 3rd iSER Update up to 3 years
4. Application for Initial PRT Visit
5. final Self Evaluation Report (SER) 2 years
6. Response to Pre-visit Letter
Initial Accreditation Journey

**Gap Analysis / iSER**
- Year 1: Committee review process: EA
  - Committee assignment and onsite visit
  - iSER development
- Year 2: iSER development cont’d
  - Onsite mentor visit, if necessary
  - Committee review: iSER
  - Possible invitation to apply for a visit

**Closing Gaps / iSER Updates**
- Year 3: Onsite mentor visit, if necessary
  - Committee review: 1st iSER Update
  - Possible invitation to apply for a visit
- Year 4: Onsite mentor visit, if necessary
  - Committee review: 2nd iSER Update
  - Possible invitation to apply for a visit
- Year 5: Onsite mentor visit, if necessary
  - Committee review: 3rd iSER Update
  - Invited to apply for a visit or asked to withdraw

**Gaps Closed / SER / Visit**
- Year 6: PRT appointed and visit dates confirmed
  - PRT Chair optional pre-visit
  - Finalize SER
- Year 7: SER submitted
  - PRT sends pre-visit letter (PVL)
  - School responds to PVL
  - Visit conducted
  - IAC review of PRT report and Board ratification

**Ready for SER and Visit**

---

Institutional Accreditation Journey Gap Analysis / iSER

Gap Analysis / iSER
- Year 1: Committee review process: EA
  - Committee assignment and onsite visit
  - iSER development
- Year 2: iSER development cont’d
  - Onsite mentor visit, if necessary
  - Committee review: iSER
  - Possible invitation to apply for a visit

Closing Gaps / iSER Updates
- Year 3: Onsite mentor visit, if necessary
  - Committee review: 1st iSER Update
  - Possible invitation to apply for a visit
- Year 4: Onsite mentor visit, if necessary
  - Committee review: 2nd iSER Update
  - Possible invitation to apply for a visit
- Year 5: Onsite mentor visit, if necessary
  - Committee review: 3rd iSER Update
  - Invited to apply for a visit or asked to withdraw

Gaps Closed / SER / Visit
- Year 6: PRT appointed and visit dates confirmed
  - PRT Chair optional pre-visit
  - Finalize SER
- Year 7: SER submitted
  - PRT sends pre-visit letter (PVL)
  - School responds to PVL
  - Visit conducted
  - IAC review of PRT report and Board ratification

**Ready for SER and Visit**
Eligibility Criteria – A, B, C

*Demonstrating commitment to Core Values and Guiding Principles*

**A: Ethical Behavior**
*Establish a fundamental expectation*

**B: Collegiate Environment**
*Support learning & scholarship, engagement, shared governance*

**C: Commitment to Corporate and Social Responsibility**
*Foster responsibility in society*
Eligibility Criteria – D, E, F

Setting and framing the foundation for review

D: Accreditation Scope and AACSB Membership
   Scope of accreditation and criteria

E: Oversight, Sustainability, and Continuous Improvement
   Foundations for accreditation review

F: Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB
   Integrity and understanding of 7 year timeline to meet standards
Eligibility Criteria - Faculty Composition and Research Activity

PART IV - Faculty Composition and Research Activity

1. Complete the following table, providing the aggregate number of faculty members in each category. The areas listed should reflect the organizational structure of the school's faculty (e.g., departments, disciplines). Do not list by individual faculty member.

<table>
<thead>
<tr>
<th>Departments/Disciplines</th>
<th>Faculty</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral</td>
<td>Master's</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Insert additional rows as needed*

2. Based on AACSB’s standards focusing on faculty qualifications and sufficiency discuss the school’s plan to align with faculty qualifications and deployment standards.

Research and Intellectual Contributions

3. Provide the aggregate number of faculty who have produced research and intellectual contributions in the following categories over the past five years. Do not indicate any individual faculty member.

- Published research articles in Peer Review Journals
- Presented intellectual contributions at academic/professional conferences or meetings
- Contributed to the writing of cases, textbooks, or monographs.
- Competitive research awards received
- Other teaching materials or intellectual contributions (specify types)

4. AACSB’s standards expect faculty at accredited institutions to be actively engaged in research. Provide an overview of the current culture for faculty research and scholarly activities along with plans going forward to align the school’s portfolio of intellectual contributions to its mission.
Criterion D: Scope of Accreditation

- Entity to be reviewed: Institution or business academic unit?
- **Institutional accreditation is the default**
- A business school may apply to be the **unit of accreditation**
- The **unit of accreditation** must be approved prior to the submission of Eligibility Application
- Satisfy unit criteria: 1) Branding 2) External market perception, 3) Financial relationships with the institution 4) Business academic unit autonomy
For schools applying to be the unit of accreditation

0. Unit of accreditation  per committee meeting date

1. Eligibility application  per committee meeting date

2. initial Self Evaluation Report (iSER)  up to 2 years

3. 1\textsuperscript{st}, 2\textsuperscript{nd}, or 3\textsuperscript{rd} iSER Update  up to 3 years

4. Application for Initial PRT Visit

5. final Self Evaluation Report (SER)  2 years

6. Response to Pre-visit Letter
AACSB Accreditation Standards

Strategic Management and Innovation (3)  Learning and Teaching (5)

Participants: Students, Faculty and Professional Staff (4)  Academic and Professional Engagement (3)
AACSB Accreditation Standards

**Strategic Management and Innovation**
1. Mission, Impact, and Innovation
2. Intellectual Contributions and Alignment With Mission
3. Financial Strategies and Allocation of Resources

**Learning and Teaching**
8. Assurance of Learning
9. Curriculum Content
10. Student-Faculty Interactions
11. Degree Program Educational Level, Structure, and Equivalence
12. Teaching Effectiveness

**Participants: Students, Faculty and Professional Staff**
4. Student Admissions, Progression, and Career Development
5. Faculty Sufficiency and Deployment
6. Faculty Management and Support
7. Professional Staff Sufficiency and Deployment

**Academic and Professional Engagement**
13. Academic and Professional Engagement
14. Executive Education
15. Faculty Qualifications and Engagement
## Useful Links

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards (now contains samples of Tables)</td>
<td><a href="https://www.aacsb.edu/accreditation/standards/business">https://www.aacsb.edu/accreditation/standards/business</a></td>
</tr>
<tr>
<td>Initial accreditation - key submission guidelines and templates</td>
<td><a href="https://www.aacsb.edu/accreditation/business/initial-accreditation">https://www.aacsb.edu/accreditation/business/initial-accreditation</a></td>
</tr>
<tr>
<td>Useful events</td>
<td><a href="https://www.aacsb.edu/events/seminars/business-accreditation">https://www.aacsb.edu/events/seminars/business-accreditation</a> (Business Accreditation Seminar)</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.aacsb.edu/events/seminars/aol-one">https://www.aacsb.edu/events/seminars/aol-one</a> (Assurance of Learning I Seminar)</td>
</tr>
<tr>
<td>Committee meeting dates</td>
<td><a href="https://www.aacsb.edu/volunteers/accreditation">https://www.aacsb.edu/volunteers/accreditation</a></td>
</tr>
</tbody>
</table>
### Faculty Qualifications and Engagement

<table>
<thead>
<tr>
<th>Sustained engagement activities</th>
<th>Academic (Research/Scholarly)</th>
<th>Applied/Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Practitioners (SP)</td>
<td>Scholarly Academics (SA)</td>
<td>Practice Academics (PA)</td>
</tr>
<tr>
<td>Instructional Practitioners (IP)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initial academic preparation and professional experience**
- SA + PA + SP + IP ≥ 90%
- SA + PA + SP ≥ 60%
- SA ≥ 40%
Assurance of Learning – closing the loop

Step 1: Develop Learning Goals
Step 2: Develop Objectives
Step 3: Development of measurement, rubric
Step 4: Collect data/measure
Step 5: Analyze data
Step 6: Identify curriculum improvements
Step 7: Implement agreed upon improvements
Loop is closed – with closing the loop twice in 5 years
Flowchart linking AoL to Curriculum Management

- Show how AoL feeds into curriculum management process
- Show how key groups in curriculum management are connected, e.g. Teaching & Learning Committee, Industry Advisory group, Program Committee, AoL committee etc.
Who is AACSB?

Communities We Serve

- Business Schools
- Learners
- Society
- Americas
- Europe, Middle East, and Africa
- Asia Pacific

Mission
We foster engagement, accelerate innovation, and amplify impact in business education.

Vision
Transforming business education for global prosperity.

Values
- Quality
- Diversity and Inclusion
- Global Mindset
- Ethics
- Social Responsibility
- Community

Volunteer-driven
- Accreditation
- Speakers
- Subject Matter Experts
- Thought Leaders
- Councils and Committees
- Focus Groups
- Special Projects
Who is AACSB?

Areas of Strategic Focus

- Business Education Alliance
- Quality Assurance and Quality Improvement (Accreditation)
- Business Education Intelligence
- Advocacy and Awareness
- Professional Development

Enablers
- Strategic Planning
- Finance
- Governance
- Technology
- Diverse Talent
1,579 member business schools in 100 countries and territories

816 accredited schools in 53 countries and territories (less than 5% of the estimated number of schools offering business degrees worldwide)

186 accounting-accredited programs in 7 countries and territories
77 corporate/foundation/non-profit members in 14 countries and territories

Estimated 40.1 billion USD combined operating budget, averaging 25.9 million USD per school*

Approximately 142,399 full-time equivalent (FTE) faculty and approximately 4.25 million enrolled students*

*Estimates based on the 797 respondents to the 2016-17 Business School Questionnaire, reporting combined operating budget of 20.7 billion USD, 73,362 FTE faculty, and 2.19 million enrolled students.
Members and Accredited Member Schools By Region

**Educational Members**
As of 30 June 2018.

- **458, 29%** Americas
- **769, 49%** Asia-Pacific (AP)
- **350, 22%** Europe, Middle East, and Africa (EMEA)

**Accredited Members**
As of 30 June 2018.

- **131, 16%** Americas
- **14, 16%** Asia-Pacific (AP)
- **571, 70%** Europe, Middle East, and Africa (EMEA)
Estimated Number of Schools With Business Programs and Estimated Population

Estimated Number Of Schools With Business Degree Programs

- Americas: 3,970, 24%
- Asia-Pacific (AP): 3,879, 23%
- Europe, Middle East, and Africa (EMEA): 8,703, 53%

Estimated 2017 Population (in thousands)

- Americas: 2,266,001, 30%
- Asia-Pacific (AP): 4,277,460, 57%
- Europe, Middle East, and Africa (EMEA): 13%

Source: United Nations DESA / Population Division
## Top Ten Countries or Territories In Asia-Pacific By Estimated Number of Schools With Business Programs

<table>
<thead>
<tr>
<th>Country or Territory</th>
<th>Estimated Number of Schools with Business Programs</th>
<th>Percentage of Asia-Pacific’s Schools Estimated with Business Programs</th>
<th>Estimated Population (thousands)</th>
<th>Percentage of Asia-Pacific’s Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>3,902</td>
<td>43.6%</td>
<td>1,309,054</td>
<td>29.4%</td>
</tr>
<tr>
<td>Philippines</td>
<td>1,259</td>
<td>14.1%</td>
<td>101,716</td>
<td>2.3%</td>
</tr>
<tr>
<td>China</td>
<td>1,082</td>
<td>12.1%</td>
<td>1,397,029</td>
<td>31.3%</td>
</tr>
<tr>
<td>Indonesia</td>
<td>992</td>
<td>11.1%</td>
<td>258,162</td>
<td>5.8%</td>
</tr>
<tr>
<td>South Korea</td>
<td>240</td>
<td>2.7%</td>
<td>50,594</td>
<td>1.1%</td>
</tr>
<tr>
<td>Japan</td>
<td>223</td>
<td>2.5%</td>
<td>127,975</td>
<td>2.9%</td>
</tr>
<tr>
<td>Thailand</td>
<td>138</td>
<td>1.5%</td>
<td>68,658</td>
<td>1.5%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>137</td>
<td>1.5%</td>
<td>23,486</td>
<td>0.5%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>99</td>
<td>1.1%</td>
<td>189,381</td>
<td>4.2%</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>92</td>
<td>1.0%</td>
<td>17,750</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Source: United Nations DESA / Population Division
## Sub-Region: Southeast Asia

<table>
<thead>
<tr>
<th>Location</th>
<th>AACSB Members</th>
<th>AACSB-Accredited</th>
<th>In Accreditation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Indonesia</td>
<td>22</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Malaysia</td>
<td>21</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Philippines</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Singapore</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Thailand</td>
<td>15</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Vietnam</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

As of 30 June 2018.
A VUCA World ... And Also ...
Trends in Business and Society

Demographics
- Aging population
- Regional differences
- Declining college age population in many countries
- Urbanization
- Changing preferences
  - Working longer
  - Specialization
  - Public service
UN Population Projections (in thousands)

### World

**2015**
- Age 15-24: 1,194,505
- Age 25-59: 3,351,969

**2025**
- Age 15-24: 1,243,830
- Age 25-59: 3,703,359

**Age 15-24:** 4.13% Growth  
**Age 25-59:** 10.48% Growth

Source: United Nations DESA / Population Division
Population Forecasts

Countries With Greatest Percent Projected Growth, Age 15-24

Democratic Republic of the Congo 44%
Uganda 41%
United Republic of Tanzania 40%
Nigeria 36%
Afghanistan 34%
Kenya 30%
Sudan 28%
Iraq 27%
Ethiopia 22%
Egypt 13%

(min. projected population of 20 million)

Countries With Greatest Percent Projected Decline, Age 15-24

-28% Republic of Korea
-17% Poland
-14% Malaysia
-13% Vietnam
-13% Germany
-12% Thailand
-12% China
-12% Ukraine
-10% Brazil
-9% Uzbekistan

(min. projected population of 20 million)

Source: United Nations DESA / Population Division
Trends in Business and Society

Technology and Pace of Change Related

• Educational delivery changes
  • MOOCs/Digital Learning
  • Jobs of the Future:
    • Automation/Artificial Intelligence
    • Knowledge versus application versus synthesis
  • Soft skills
  • The Gig Economy
• Preparing business leaders for change
The Impact of Automation

The New Normal

99% Tax Preparers

.03% Mental Health Workers
Trends in Business and Society

Globalization and Localization

• Rise of the global citizen
• Diverse consumers want to do business with diverse companies
• Need to understand how to run increasingly globalized organizations
• Reverse trend towards nationalization and local regulation
## Business Schools Today …

### STRENGTHS
- Creation of knowledge and intellectual property
- Experts in pedagogy and qualified faculty
- Leaders within academe in management and business models
- Innovation in programming
- Force for good in society
- Sharing of best practices

### WEAKNESSES
- Financial pressures and constraints
- Perception that business school is not connected to business practice
- Ability to innovate constrained in certain academic settings and silos
- Shortages of academically qualified faculty but also the need for faculty with relevant practical knowledge
- Difficulty to keep up with technological change

### OPPORTUNITIES
- Catalysts of innovation
- Co-creators of knowledge/Demand for evidence-based knowledge in business
- Lifelong learning
- Leadership development
- Enablers of shared prosperity: restoring trust in business

### THREATS
- Demographic changes
- Rapid technological advances
- Alternative qualifications
- Consumers demanding higher quality service
- Globalization and localization
- Demand for proof of ROI
- Crisis of trust
Business Schools Tommorow …
AACSBD Accreditd Enrollment Growth

Enrollment Growth 2011-12 and 2016-17
Controlled set of AACSBD Accreditd Schools (n=558)
Specialty Certification Comparison

Global CFA Program June Exams Administered

2011: 115,027
2016: 137,791

20% Growth 2011 to 2016
## Percentage of Disciplines Offered in Undergraduate Programs

<table>
<thead>
<tr>
<th>Discipline</th>
<th>% Offered</th>
<th>Discipline</th>
<th>% Offered</th>
<th>Discipline</th>
<th>% Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>65.0</td>
<td>Finance</td>
<td>58.1</td>
<td>Other</td>
<td>23.2</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>1.1</td>
<td>General Business</td>
<td>51.0</td>
<td>Operations Management</td>
<td>8.6</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td>Hospital Administration</td>
<td>3.0</td>
<td>Public Administration</td>
<td>1.6</td>
</tr>
<tr>
<td>Communications</td>
<td>1.6</td>
<td>Restaurant Management</td>
<td>7.4</td>
<td>Quantitative Methods</td>
<td>2.4</td>
</tr>
<tr>
<td>Business Education</td>
<td>1.8</td>
<td>HR Management</td>
<td>19.8</td>
<td>Real Estate</td>
<td>6.4</td>
</tr>
<tr>
<td>Business Ethics</td>
<td>0.4</td>
<td>Insurance</td>
<td>5.4</td>
<td>Statistics</td>
<td>2.5</td>
</tr>
<tr>
<td>Business Law</td>
<td>4.4</td>
<td>International Business</td>
<td>34.0</td>
<td>Strategic Management</td>
<td>1.1</td>
</tr>
<tr>
<td>CIS/MIS</td>
<td>38.2</td>
<td>Management</td>
<td>58.1</td>
<td>Supply Chain/Logistics</td>
<td>14.9</td>
</tr>
<tr>
<td>e-Business</td>
<td>1.1</td>
<td>Marketing</td>
<td>56.9</td>
<td>Taxation</td>
<td>0.8</td>
</tr>
<tr>
<td>Economics</td>
<td>37.4</td>
<td>Operations Research</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: AACSB Business School Questionnaire (2016-17)
Undergraduate Post Graduation Plans

- Seeking Employment: 74.4%
- Not Seeking Employment, Continuing Education: 11.0%
- Not Seeking Employment, Other Reasons: 6.4%
- Not Seeking Employment, Company Sponsored/Already Employed: 5.4%
- Not Seeking Employment, Postponing Job Search: 1.7%
- Not Seeking Employment, Starting Own Business: 1.0%

74.4% percent of undergraduates were seeking employment at the time of graduation.

Source: AACSB BSQ Employment Module (2016-17)
Percentage of Undergraduates Accepting Employment Amongst Those Who Sought Employment

No Acceptance Reported

- Part-time undergraduate: 21%
- Full-time undergraduate: 47%

Accepting Employment After Graduation, and By 3 Months

- Part-time undergraduate: 12%
- Full-time undergraduate: 18%

Accepting Employment by Graduation

- Part-time undergraduate: 41%
- Full-time undergraduate: 61%

80 percent of the full-time undergraduates who were seeking employment received and accepted a job offer by graduation or within 3 months.

Source: AACSB BSQ Employment Module (2016-17)
Likelihood of Enrolling in the Next 10 Years

- **Master of Business Administration, or MA or MS in Business or Management**
  - Extremely Likely or Very Likely: 14.30%
  - Somewhat Likely: 25.80%
  - Not very Likely or Not at all Likely: 59.90%

- **Specialized Master's (Finance, Accounting, Analytics, etc.)**
  - Extremely Likely or Very Likely: 23.80%
  - Somewhat Likely: 26.30%
  - Not very Likely or Not at all Likely: 50%

- **Business and Management courses not part of a formal program**
  - Extremely Likely or Very Likely: 21.20%
  - Somewhat Likely: 31%
  - Not very Likely or Not at all Likely: 47.80%

- **Non-degree Executive Education**
  - Extremely Likely or Very Likely: 31.60%
  - Somewhat Likely: 30.40%
  - Not very Likely or Not at all Likely: 38%

Non-Degree Executive Education

Likelihood to Pursue in Next 10 Years (Extremely Likely and Very Likely) by Gender

- **Extremely Likely**: 15.70% (Female 14.39%, Male 17.01%)
- **Very Likely**: 22.30% (Female 23.73%, Male 20.87%)
- **Somewhat Likely**: 30.00% (Female 28.72%, Male 31.28%)
- **Not Very Likely**: 19.20% (Female 20.04%, Male 18.36%)
- **Not at All Likely**: 12.30% (Female 12.91%, Male 11.79%)

Lifelong Learning: Business and Leadership Education

Core Undergraduate Learning
Developing broad knowledge, skills, and abilities as well as business fundamentals.

Early Career
Specialized and functional education: specialty graduate degree, certification, on-the-job training.

Team Leadership
Generalist education: MBA, executive education, professional development.

Organizational Leadership
Generalist advanced education: MBA, executive education, professional development, DBA, or other professional doctorate.

Throughout Career
Keeping current in functional, management, and leadership skills: professional development, executive education, certification, continuing education.

Education “T”

Breadth
Generalist education (e.g., undergraduate, generalist master’s)

Depth
Specialty education (e.g., specialized master’s, certification, professional development, continuing professional education)
The Education “T”

Breadth
(Generalist in Investments)

CFA Designation

Depth
(Specialist in Investments)

CAIA Designation
CIPM Designation

Breadth
(Generalist)

CFP Designation

Depth
(Specialist)

CFA Designation
Stackable Qualifications

CFA Designation
- CFA Level 3
- CFA Level 2
- CFA Level 1
- Bachelor’s Degree

CIPM Designation
- CIPM Expert Exam
- CFA Charterholder
- Passed all three levels of CFA Exam

Bachelor’s Degree
Business as a Profession

What is a profession?

• Education
• Experience
• Ethics

What can business schools do?

• The importance of lifelong learning
• Experiential learning/Experience
• Global understanding/Experiences
• Professional attitude/Ethics
Implications

Location, Location, Location

Lifelong Learning, Lifelong Learning, Lifelong Learning

Be a Hub of Lifelong Learning

- Deep collaboration with Business Community – Integration with Corporate T&D
- Across Campus – Deep collaboration across disciplines
- Serving Alumni Networks Through their Career Lifecycle – Revolving Door
- An alternative strategy is to focus on one piece of LL – in that case be aware of what else is happening and demonstrate how your focused strategy fits in.

Modular and Stackable Educational Experiences

- Top-Off Programs for Specialty Masters or Other Credentials
- How programs fit together with generalist and specialty graduate degrees and industry credentials

Cumulative Transcript or Individual Learning Record

Undergraduate Programs

- Preparing students for globally oriented “professional” careers
- Preparing students to be agile and lifelong learners
- Breadth and Depth