

MBA ACCREDITATION CRITERIA



OVERARCHING THEMES

The overarching themes of the MBA program are:

- 1. **Leadership:** To develop students into effective leaders who can inspire and motivate others to achieve organizational goals.
- 2. **Business Acumen:** To provide students with a strong understanding of business fundamentals, including financial management, marketing, and operations.
- 3. **Global Perspective:** To equip students with the skills and knowledge necessary to succeed in a global marketplace.
- 4. **Professionalism:** To instill in students the highest standards of ethical conduct and professional behavior.
- 5. **Personal Development:** To foster students' personal growth, self-awareness, and resilience.

MBA Definition

The MBA program is a two-year, full-time graduate program that provides students with a comprehensive education in business management. The program is designed to prepare students for leadership roles in a variety of organizations, including corporations, government agencies, and non-profit organizations.

MBA Attributes

- 1. **Leadership:** The program emphasizes the development of leadership skills, including communication, decision-making, and team management.
- 2. **Business Acumen:** The program provides students with a strong understanding of business fundamentals, including financial management, marketing, and operations.
- 3. **Global Perspective:** The program equips students with the skills and knowledge necessary to succeed in a global marketplace.
- 4. **Professionalism:** The program instills in students the highest standards of ethical conduct and professional behavior.
- 5. **Personal Development:** The program fosters students' personal growth, self-awareness, and resilience.

Key Principles

1. The institution shall have a clear vision and mission statement that is consistent with the institution's values and the needs of the community.
2. The institution shall have a strategic plan that is consistent with the institution's vision and mission statement and that provides a clear path for the institution's future success.
3. The institution shall have a strong academic program that is consistent with the institution's mission and that provides a high-quality education for its students.
4. The institution shall have a strong financial base that is consistent with the institution's mission and that provides the resources necessary for the institution's long-term success.
5. The institution shall have a strong leadership team that is consistent with the institution's mission and that provides the vision and direction for the institution's future success.
6. The institution shall have a strong governance structure that is consistent with the institution's mission and that provides the oversight and accountability necessary for the institution's long-term success.
7. The institution shall have a strong commitment to diversity and inclusion that is consistent with the institution's mission and that provides a welcoming and inclusive environment for all students and faculty.
8. The institution shall have a strong commitment to community service that is consistent with the institution's mission and that provides opportunities for students and faculty to engage in meaningful service to the community.
9. The institution shall have a strong commitment to continuous improvement that is consistent with the institution's mission and that provides the framework for the institution's ongoing evaluation and improvement.
10. The institution shall have a strong commitment to transparency that is consistent with the institution's mission and that provides the information necessary for the institution's stakeholders to make informed decisions.

CRITERIA

Framework & Eligibility

1. The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

2. The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

3. The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

4. The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

5. The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

Principle 1: The MBA Portfolio

1. The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

1.1 The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

1.2 The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

1. The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

1. The institution shall have a minimum of 100 students enrolled in the MBA program at the time of accreditation.

Principle 2: Institutional Integrity, Sustainability & Distinctiveness

The Institution shall be able to demonstrate, in a credible and documented manner, the high quality of its MBA program.

2.1 The institution shall demonstrate its commitment to the following:

- (1) The institution shall have a clear and concise statement of its mission, vision, and values, which shall be integrated into its strategic plan and all its activities.
- (2) The institution shall have a clear and concise statement of its institutional integrity, which shall be integrated into its strategic plan and all its activities.
- (3) The institution shall have a clear and concise statement of its sustainability, which shall be integrated into its strategic plan and all its activities.
- (4) The institution shall have a clear and concise statement of its distinctiveness, which shall be integrated into its strategic plan and all its activities.
- (5) The institution shall have a clear and concise statement of its commitment to the highest quality of its MBA program, which shall be integrated into its strategic plan and all its activities.
- (6) The institution shall have a clear and concise statement of its commitment to the highest quality of its faculty, which shall be integrated into its strategic plan and all its activities.
- (7) The institution shall have a clear and concise statement of its commitment to the highest quality of its students, which shall be integrated into its strategic plan and all its activities.
- (8) The institution shall have a clear and concise statement of its commitment to the highest quality of its research, which shall be integrated into its strategic plan and all its activities.
- (9) The institution shall have a clear and concise statement of its commitment to the highest quality of its community service, which shall be integrated into its strategic plan and all its activities.
- (10) The institution shall have a clear and concise statement of its commitment to the highest quality of its financial resources, which shall be integrated into its strategic plan and all its activities.

2.2 The institution shall demonstrate its commitment to the following:

Principle 3: Faculty Quality & Sufficiency

The Institution shall be able to demonstrate the quality and sufficiency of its faculty in a credible and documented manner.

3.1 The institution shall demonstrate its commitment to the following:

.2 n _ t nn f .it n .l f _ n n n, tn . t tn _ . _ n n n . f t _ nt, ff _ . tn _ nt tn _ . tn f _ n n . it n _ n . nt.

. n nttt n n .l n . to _ n n n .l _ f .it _ l . nt n . it nt _ l . t n . tn t t ff _ it _ _ , nn _ t, . t tn nttt n' . it nt t ntn . _ nt n ntn . t _ tn n tn .

. it t nn _ t _ l . t _ t _ t _ t _ l _ n _ . n f .it t \ % ftn nttt n' t nn t ff n .l n . l . nt t _ t _ . it _ t tn tn _ it ff .it _ n l . t _ t . n nttt n . t l . l . t _ l . nt _ n ftn . it ft nn f . it n . it f .it, n tn tn t nn ntn _ . tn n n t t nn tn . n nttt n . t . nt t tn n . l . it f .it _ l . t f tn _ n tn . nn .

. n nttt n n .l . it _ nt t n .l . f .it _ it f .it _ n . nt n . nt _ n, n l n n n .l n . n . it ftn _ t nn t n .l . t l n l . n _ n _ tn _ t _ t , n tn nttt n n .l . it _ nt t tn t tn _ ff t _ n n _ n n . it f _ n, n .l n n . nt t tn t t _ l . l . n . t _ nt tn _ . n .

☒ n . tn t _ l . nn _ ttn - . n nn t, . n . it n .l f n n tn n . f .it n n _ n . f nnt ntn _ n . n . t _ t tn t _ n . nt _ tn f _ n . t . t . l . nt n . nt l . nt _ t t . n . tn n t _ t .

. \ n nttt n n .l f _ . tn _ f _ . it n . nt . tn f t ff nt tn t t t nn n l . nn n _ n . nt ftn n .l , nt n . t t _ f .it, f .it f _ n tn t ftn nttt n, t ff _ tn nttt n n . ttn . _ . ftn _ t nn t _ . t _ f _ n, n .l . f _ nt . tn n . t t tn nttt n' . it _ n _ l .

Principle 4: Programme Design & Leadership

Each MBA ga e l be l ed a d e i dicall e ie edi a l e a ic a, jh f cie l acade ic e igh a d e a i al l . The MBA h ld be de ig ed l e e e l be l a qice i a age e l ed ca i , l aki gi l acc l a ke l e d a d a qice .

.1 t n l . l . n _ nt l f n n .l t _ , . l . ftn _ f .it t nn . n n .l . l . n . l . l . tn t tn _ l . n n . nt t _ n . it f tn _ . tn n _ l . nt _ f _ n . n . n . l . f _ l . n . l . l . n . t t t tn .

.2 n nttt n n .l . it _ nt t l . n . it f f _ n l l . n n . t _ t t tn _ ftn _ . n .

. _ n n _ t _ t n . f _ nt f < n . n t t nt t n t _ l _ n . nt nt ntn _ .

. < t, < n . nt _ nt n . t f _ . t < n l . n _ n n . nt nt ftn . n . n . l . n . f l . nttn . l . t tn _ t l . l . f . t n l l . n , _ n n . n . nt . l . . _ n _ t t t < l . n . l . _ t l . , . n _ l . tn ftn . n n . n . nt f n n . t .

Principle 5: The Student Cohort Experience

The MBA is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

1. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

2. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

3. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

4. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

5. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

6. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

7. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

8. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

9. The program is designed to be a graduate, level degree for high level leaders; the admission process is rigorous and the available evidence is excellent.

.10 n t nt n n f f i . t nf n tn _ ft , i t
n l n l n n < n n l _ .

Principle 6: Competences, Graduate Attributes & Learning Outcomes

The MBA h ld ha e clea l a ic la ed lea i g l c e hich ca be ea ed a d a ed h gh
l c e lea i g l c e a d a e e l . O l c e h ld b adl e eq AMBA MBA a ll ib l e
a d be alig ed l l he i i f l he l l l l i .

☒.1 n n _ _ l _ . t n l l t t _ , t n l n n t _ ,
n n . t t n _ n n t n t n f n n t t t n . n n t _ n l l n n l t
n _ n n t t _ nt t t < n n l t _ l t f n .
n n l < l t n n n n t n t t t n . n n n _ nt l l , n l t l ,
n l n nt _ l t _ l l t n _ < n l . l t n _ .

☒.2 _ n n t _ n l _ n _ . n t _ l l _ n n _ nt,
t n . t t t n _ . n _ n _ n t n t l l n t _ t t t n _ .

☒. _ n _ t _ t t t n _ . n l t t _ nt t _ l n t n _

... ..

()

()

()

()

()

()

()

()

()

()

()

()

()

... ..

... ..

... ..

... ..

n. nt ← || ... to ... n ← || n ||, nt nt t_ t
t_ t t n. n n n ← ... n t n || ... n t ... ← ... n ... t ...
n. t t n: ... n: t t n n n: t n l l l.

Principle 8: Assessment Rigour & Relevance

The MBA a e e l l a e g l b e b l, a i e a d l l a d a d l h a a e c i l e l l a l i e a l
l h e M a l e l e e l.

- .1 n ← ... f t nt nt_ t n l t nt t nt t t n t t n n t
t n t_ n n_ t n l n n t f t n ... t t n t n ... f t n
f n_ ... n nt n n l n t l t_ n f t n
n l t_ nt f t n ... nt t n ... n n_ n n_ t nt
t n ... t , n n n n ... nt t t .
- .2 n nt n n l ... t n t l ... n n t t_ f t n ...
nt nt t n ... t , n n ... n t n n l l ... n
l n n n n n n t n n t t n n t l l ... n nt l l n
n l n n t n n nt t n n ... , t l l n n t n n n l n n
t n n ... , t l ... t n t n n l f n n t n l l ... f .
... nt n l l ... t ... f ← t t nt n n_ t nt n t l n n
n_ t n t n ... n t n ... l n ... l n n .
... n ... t n t t ← nt n. t n t n n ... l' n ← n ... ,
t n n l t l l t n ... t l
... nt t n n l ... n_ t nt ... n l t_ t l l t n
... n t n t f l ... n n l n t n n n l n n nt_ n t ← n t
t n t n n t nt n n .

Principle 9: Delivery & Interaction

l d e l d e l f c i e l g e e a l i l a a g e e l k l e d g e , k i l l a d a l e , l h e M B A g a e
e i e b l a l i l e a q i b a e e f a c l a d l h e c h l g , i a d d i l l i d i g a i a e
a c e f i a e l d a d e e q i .

- .1 n l n t f n f t n ... n t f t n n n l n n t n ,
n l n l t , n , ← n , t n l n n , n , n ... l n t , t n
l n n , t - t n n n n- n t n n . t n f l ... t n ...
n t_ t t n t n f t n l n n || ... t || .
- .2 n t n f n_ ... t t ... n t t t t n ' f l l t
t n n || t t t t t_ t ... l ... f l ... n l ... t
t t ← t nt t t n t ... t , t n l n n n n t n n .
l t n t n l ... t n f n t t n n n .
... n_ ... || n t t n ... n t f t t 1, 00 n ... n n f f t , n n
n l n n t t t t f f t l n t n t t n (n t t t) , ... ← , n ... l
n n t n , n . t n . n n f t n ... t n . t n t t n n
n_ t n t n t n t_ t n , n t n f t n n_ l t t n t t nt l n
t_ f t n t n_ n nt.

... 120 ...

...

☒ ...

...

...

() ...

() ...

() ...

() ...

() ...

() ...

() ...

- () t n nt t t nt t nt nt t n n n n tn ,
 tn ff t n t tn t it ftn nt n :
- () t . t , ff t n nt t t f t , n n nt nt t n t n
 tn / n t, n tn f . it / t t , tn n n n n n n , <
 nt ftn n n ff t n f < n tnt
 f n t < n t n
- () . t n nt t , n . n nt , n t nt f
 t < , n f t f < t t nt , tn f t n t .

Principle 10: Impact and Lifelong Learning

Gad a e h ld be able de a e ig i ca ca ee e ha ce e l a a e l f hei MBA a d
 h ld be l edi l hei c l i al de el e l b l hel l l i .

- 10.1 nt f t nt t tn n n ftn t ,
 tn nt tnt t f n nt t t .
 nt n nt ftn nt n t n n
 t nt .
- 10.2 t n f n t , n . n t n
 nt < n n i f i n tnt f t
- 10. n nt t n f nt t n t n n
 n t nt f t t n tn t < n n tn it ftn ,
 n nt tn tn t < n n
 nt n n f t n n
 nt n t n f f i n n f t n t tn i f < t , n n
 tn tn n t nt n < t n n ftn
 nt n t t n f t n tn t n n n t nt ftn , < n
 nt nt t n t n .
- 10. n nt t n t tn i n t n
 t f t , n t t tn n nt f n n t

2
1
+ (0)20 \sqrt{2} 2 2
nf

www.mbaworld.com