Redesigning Our Majors

Redesigning Accredited Programs

- Business -
• 2013 AACSB Accreditation Standards Updated (most recent update on 7/1/2017)

17 out of 23 CSU campuses are AACSB accredited, and other accreditations such as ACBSP (Accreditation Council for Business Schools and Programs), NASPAA (Network of Schools of Public Policy, Affairs, and Administration)
The Purpose of AACSB accreditation is to encourage business schools to hold themselves accountable for improving business practice through scholarly education and impactful intellectual contributions.
AACSB Standards for Business Accreditation

- **Strategic Management and Innovation**
  - Standard 1: Mission, Impact, Innovation
  - Standard 2: Intellectual Contributions, Impact, and Alignment with Mission
  - Standard 3: Financial Strategies and Allocation of Resources

- **Students, Faculty, and Professional Staff**
  - Standard 4: Student Admissions, Progression, and Career Development
  - Standard 5: Faculty Sufficiency and Deployment
  - Standard 6: Faculty Management and Support
  - Standard 7: Professional Staff Sufficiency and Deployment
AACSB Standards for Business Accreditation

- Learning and Teaching
  - Standard 8: Curricula Management and Assurance of Learning
  - Standard 9: Curriculum Content
  - Standard 10: Student-Faculty Interactions
  - Standard 11: Degree Program Educational Level, Structure, and Equivalence
  - Standard 12: Teaching Effectiveness
AACSB Standards for Business Accreditation

- Academic and Professional Engagement
  - Standard 13: Student Academic and Professional Engagement
  - Standard 14: Executive Education
  - Standard 15: Faculty Qualifications and Engagement
AACSB’s Three Major Areas of Quality Improvement

- AACSB Accreditation demands evidence of continuous quality improvement in three major areas: Engagement, Innovation, and Impact.
Engagement

• AACSB acknowledges and values the diversity among its membership, but it also recognizes that all members share a common purpose – the preparation of students for meaningful professional, social, and personal lives.

• AACSB encourages an appropriate intersection of academic and professional engagement that is consistent with quality in the context of a school’s mission.
Innovation

- Accreditation standards focus on the quality of education and supporting functions.
- AACSB standards challenge business schools to innovate, and inspire educators to pursue continuous improvement in educational programs and other mission-based activities of the business school.
• **AACSB** emphasizes that business schools integrate assurance of learning into their curriculum management processes and produce intellectual contributions that make a positive impact on business theory, teaching, or practice.

• Examples of how schools can assess and demonstrate impact are provided in the Appendix 1.
Impact Metrics - Appendix 1.
(AACSB, Eligibility Procedures and Accreditation Standards for Business Accreditation, Adopted 4/8/2013, most recent update 7/1/2017)

- Mission Alignment Impact
- Academic Impact
- Bachelor’s/Master’s/Doctoral Level Education Impact
- Practice/Community Impact
- Executive Education Impact
- Research Center Impact
Impact Metrics - Appendix 1.
(AACSB, Eligibility Procedures and Accreditation Standards for Business Accreditation, Adopted 4/8/2013, most recent update 7/1/2017)

- **Teaching/Instructional Impact**
  - Grants for research that influence teaching/pedagogical practices, materials, etc.
  - Case studies of research leading to the adoption of new teaching/learning practices
  - Textbooks, teaching manuals, etc., that are widely adopted
  - Publications that focus on research methods and teaching
  - Research-based learning projects with companies, institutions, and/or non-profit organizations
  - Instructional software and Case study development
High-quality business schools have processes for determining for each degree program learning goals that are relevant and appropriate, as well as for designing and delivering curricula to maximize the potential for achieving the expected outcomes.
Learning and Teaching

- Standard 8: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]
Standard 8: Curricular Management and Assurance of Learning

• Curriculum maps out how the school facilitates achievement of program learning goals.
  – It is defined by content (theories, concepts, skills, etc.), pedagogies (teaching methods, delivery modes), and structures (how the content is organized and sequenced to create a systematic, integrated program of teaching and learning).
  – Curriculum is also influenced by the mission, values, and culture of the school.
Standard 8: Curricular Management and Assurance of Learning

- Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate.
- Schools use assurance of learning to demonstrate accountability and assure external stakeholders that the school meets its goals.
Learning and Teaching

- Standard 9: Curriculum content is appropriate to general expectations for the degree program type and learning goals.

[CURRICULUM CONTENT]
Standard 9: Curriculum Content

- Curriculum content refers to theories, ideas, concepts, skills, knowledge, etc., that make up a degree program.
- Content is not the same as learning goals.
- Learning goals describe the knowledge and skills students should develop in a program and set expectations for what students should do with the knowledge and skills after completing a program.
- Not all content areas need to be included as learning goals.
Standard 9: Curriculum Content – General Skill Areas

- **Written and oral communication** (able to communicate effectively orally and in writing)
- **Ethical understanding and reasoning** (able to identify ethical issues and address the issues in a socially responsible manner)
- **Analytical thinking** (able to analyze and frame problems)
- **Information technology** (able to use current technologies in business and management contexts)
Standard 9: Curriculum Content – General Skill Areas

- **Interpersonal relations and teamwork** (able to work effectively with others and in team environments)
- **Diverse and multicultural work environments** (able to work effectively in diverse environments)
- **Reflective thinking** (able to understand oneself in the context of society)
- **Application of knowledge** (able to translate knowledge of business and management into practice)
Standard 9: Curriculum Content – General Business Knowledge Areas

- Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society
- Social responsibility, including sustainability, diversity and ethical behavior and approaches to management
- Financial theories, analysis, reporting, and markets
- Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution
Standard 9: Curriculum Content – General Business Knowledge Areas

• Group and individual behaviors in organizations and society
• Evidence-based decision making that integrates current and emerging business statistical techniques, data management, data analytics and Information technology in the curriculum.
• Other specified areas of study related to concentrations, majors, or emphasis areas
Goal 1 Fundamental Business Knowledge: Competence based on fundamental business knowledge.

- 1.1 Demonstrate understanding of fundamental business theories, concepts, and skills.
- 1.2 Ability to analyze business information in performing business related tasks.

Goal 2 Integrative Business Competence: Business competence integrated with other business knowledge areas and ethical responsibility.

- 2.1 Ability to identify factors contributing to a managerial problem from a variety of business perspectives.
- 2.2 Enumerate the costs and benefits that potential solutions will have on the interdependent stakeholders of a firm.
Goal 3 Effective Business Communication: Business communication utilizing contemporary and classic communication techniques and methods.
   • 3.1 Convey information in a variety of business settings.
   • 3.2 Evaluate the efficacy of business communications.

Goal 4 Applied Business Capability: Ability to translate knowledge of business and management into practice.
   • 4.1 Create effective business solutions that are both ethically sound and socially responsible.
   • 4.2 Generate innovative and effective solutions for problem solving and decision making.
1. Synthesize your thinking around strategic management frameworks for differential performance. These frameworks include the following elements: Strategy, Organization, Environment, Firm Resources, Strategy Implementation and Strategic Leadership (2.1)

• - Develop and refine your ability to analyze business problems in a logical and effective way.
• - Develop your understanding of management’s role in the success or failure of companies and company strategy.
• - Develop your awareness of the need for and importance of strategic planning in all sizes and types of business.
• - Develop an awareness of global strategy and its implications for international management among all types of businesses.
2. Make decisions that create better integration between functional areas so as to improve firm performance (2.2; 4.2)

- Provide a means of integrating the knowledge you have obtained from various core courses and your major area of study into a coherent understanding of the complex relationships existing in the business enterprise and with its environment.
3. Gain an awareness of the social and ethical implications of business strategy (4.1)
   • - Develop your awareness of the broader social issues and environmental trends that are now and will be confronting managers over the next few years.

4. Develop your ability to work in teams as a team member, leader or subject matter expert. (3.1)
   • - Develop your ability to work effectively as a member or leader of a team.
   • - Develop your ability to communicate the results of your analyses effectively, both orally and in writing.
Course Level Curriculum
Strategic Management Framework – Sources of Superior Profitability

RATE OF RETURN ABOVE THE COST OF CAPITAL
How do we make money?

INDUSTRY ATTRACTIVENESS
Which industries should we be in?

COMPETITIVE ADVANTAGE
How should we compete?

CORPORATE STRATEGY

BUSINESS STRATEGY
Course-Level Curriculum
Strategic Management Process Framework

- External Environment
- Internal Environment

Strategic Actions:
- Business Level Strategy
- Corporate Level Strategy
- International Strategy
- Competitive Rivalry and Competitive Dynamics
- Merger and Acquisition Strategy
- Cooperative Strategy

Strategy Implementation:
- Corporate Governance
- Organizational Structure and Controls
- Strategic Leadership
- Strategic Entrepreneurship

Strategic Outcomes:
- Feedback
- Strategic Competitiveness, Above Average Return
Thank You!
CSUS Business Major Core (24 units)*
12 concentrations/tracks

- DS 101 - Data Analysis for Managers (if MIS 1, 2, 3, Math 24, and STAT 1 are completed)
- HROB 101 - Management of Contemporary Organizations (if MIS 1, 2, 3 are completed or enrollment is concurrent)
- FIN 101 - Business Finance
- MGMT 102 - Business Communications (if MIS 1, 2, 3 Area A in GE and ENGL 20 are completed)
- MIS 101 - Computer Information Systems for Management
- MKTG 101 - Principles of Marketing
- OPM 101 - Operations Management (DS 101)
- GM 105 - Strategic Management (Completion of all major core courses, with the exception of MIS 101)
- * Pre-Business Major 21 units
SFSU BSBA – Mgmt (Core for Bus Majors - 39 units)

Corporate Social Responsibility, Global Awareness

- ACCT 100 Introduction to Financial Accounting
- ACCT 101 Introduction to Managerial Accounting
- BUS 300GW Business Communication for Professionals - GWAR
  - Or DS 660 GW Communications for Business Analytics - GWAR

- **BUS 682 Seminar on Business and Society**
- BUS 690 Seminar in Business Policy and Strategic Management
- DS 212 Business Statistics I
  - Or MATH 124 Elementary Statistics
  - Or ISED 160 Data Analysis in Education
- DS 412 Operations Management
- ECON 102 Introduction to Macroeconomic Analysis
- FIN 350 Business Finance

- **IBUS 330 International Business and Multicultural Relations**
- ISYS 363 Information Systems for Management
  - Or ACCT 307 Accounting Information Systems
- MGMT 405 Introduction to Management and Organizational Behavior
- MKTG 431 Principles of Marketing
Engagement, Impact, Innovation - Entrepreneurship

CSUS – Entrepreneurship Concentration (CSUS Course Catalog)

- ENTR 185. Venture Growth Strategies. 3 Units
- ENTR 187. Entrepreneurship. 3 Units
- ENTR 189. Corporate Entrepreneurship. 3 Units
Engagement, Impact, Innovation - Entrepreneurship

SFSU Entrepreneurship Courses (from SFSU course catalog)

• MGMT 430 Introduction to Entrepreneurship I (Units: 3)
• MGMT 431 Introduction to Entrepreneurship II (Units: 3)
• MGMT 432 Entrepreneurial Approach to Resources (Units: 3)
• MGMT 433 Building the Entrepreneurial Venture (Units: 3)
• MGMT 435 International Entrepreneurship (Units: 3)
• MGMT 437 Entrepreneurial Internship (Units: 3)
• MGMT 535 Selected Topics in Entrepreneurship (Units: 3)
• MGMT 630 Managing Entrepreneurial Organizations (Units: 3)
• MGMT 650 Creativity and Innovation (Units: 3)
Engagement, Impact, Innovation – Global Business

- CSUS – International Business Concentration (CSUS Course Catalog)
- IBUS 190. International Business. 3 Units
- IBUS 195. Internship in International Business. 3 Units
- IBUS 199. Special Problems in International Business. 1 - 3 Units
Engagement, Impact, Innovation – Global Business

SFSU International Business Department (from SFSU course catalog)

- IBUS 130 Globalization and Business in the 21st Century (Units: 3)
- IBUS 330 International Business and Multicultural Relations (Units: 3)
- IBUS 331 Cross-cultural Creativity in Business (Units: 3)
- IBUS 430 Import-Export Management and Small Business Operations (Units: 3)
- IBUS 440 Advanced Import-Export Management (Units: 3)
- IBUS 517 Legal Environment of World Business (Units: 3)
- IBUS 531 Cross-Cultural Innovation and Creativity in Business and Management (Units: 3)
- IBUS 566 Careers in International Business (Units: 3)
- IBUS 567 Internship in International Business (Units: 1-3)
- IBUS 576 Global Entrepreneurship (Units: 3)
- IBUS 590 International Environmental Analysis (Units: 3)
Engagement, Impact, Innovation – Global Business

- IBUS 591 Doing Business in Latin America (Units: 3)
- IBUS 592 Doing Business in Greater China (Units: 3)
- IBUS 593 Doing Business in Europe (Units: 3)
- IBUS 594 Doing Business in Asia-Pacific Countries (Units: 3)
- IBUS 596 Doing Business in Japan (Units: 3)
- IBUS 598 Doing Business in Emerging Markets (Units: 3)
- IBUS 618 International Human Resource Management (Units: 3)
- IBUS 620 Research in International Business and the Global Market (Units: 3)
- IBUS 628 Global Human Resource Management (Units: 3)
- IBUS 638 Global Leadership and Cultural Competencies (Units: 3)
- IBUS 659 Introduction to International Business Negotiation (Units: 3)
- IBUS 676 Social Entrepreneurship in a Global Context (Units: 3)
- IBUS 681 Seminar in Comparative Management (Units: 3)
- IBUS 690 Global Strategic Management (Units: 3)
- IBUS 699 Independent Study (Units: 1-3)
Section 1 Eligibility Criteria for AACSB International Accreditation

Part 1: Core Values and Guiding Principles

• Ethical Behavior - The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff.
  – The school has appropriate systems, policies, and procedures that reflect the school’s support for and importance of ethical behavior for students, faculty, administrators, and professional staff in their professional and personal actions.
Section 1 Eligibility Criteria for AACSB International Accreditation

Part 1: Core Values and Guiding Principles

- Collegiate Environment - The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.
  - In collegiate environments, students, faculty, administrators, professional staff, and practitioners interact as an inclusive community. Schools must provide an environment supporting interaction and engagement among students, administrators, faculty, and practitioners.
Commitment to Corporate and Social Responsibility - The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization) through its policies, procedures, curricula, research, and/or outreach activities.

- These issues are important and require proactive engagement between business schools and business students.