

Revamping the Business Education Curriculum to Meet Specialized National Accreditation Standards in Small Historical Black Colleges and Universities

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Abstract

The commitment required of a small Historical Black College and Universities (HBCUs) business program to gain accreditation through a specialized accrediting agency is significant, both in financial commitment and the faculty resources needed to maintain the program. There is certainly a direct link between educational quality and the attainment of accreditation. Specializing accrediting bodies thus play an important role in improving the quality of American higher education. The objective of those external accrediting bodies is to provide an external validation of the extent to which quality exists or does not exist in a business program. Accreditation comes with packages of benefits with values added to the program that met the rigorous standards and evaluation criteria of the accrediting agency. The beneficiaries are the stakeholders of the program mainly: the Students, Employers, and the Society, forming a triangle that touches all aspects of the accreditation needs of the program. In this paper I will summarize data collected between HBCU accredited and non accredited business schools including the area of faculty deployment, program offering, course preparation, qualification, and teaching area of discipline.