

Adoption of Artificial Intelligence in Undergraduate Business Curricula: Evidence from ACBSP Accredited Institutions

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Abstract

Artificial intelligence (AI) is transforming business practice and increasing the need for undergraduate business programs to prepare students with AI-related competencies. This study examined the extent to which AI has been adopted within undergraduate business curricula at ACBSP-accredited institutions in the United States. Publicly available institutional websites, academic catalogs, program requirements, and course descriptions were systematically reviewed. After duplicate and ineligible institutions were removed, 244 undergraduate business programs were analyzed. Results indicated that 100 institutions (41.0%) had identifiable AI-related curricular offerings, whereas 144 institutions (59.0%) did not. Adoption most frequently occurred through dedicated business AI courses (18.9%), while fewer institutions offered AI degrees or majors (6.1%), minors (2.9%), concentrations (1.2%), or certificates (0.8%). Institutional classification was derived from federal IPEDS data and adoption was compared across public, private nonprofit secular, private nonprofit faith-based, and private for-profit institutions. Adoption rates declined monotonically from public institutions (52.6%) to private for-profit institutions (28.2%), although the association between classification and adoption did not reach conventional statistical significance ($p = .087$). The pattern suggests that ACBSP-accredited institutions are responding to AI-related workforce demands primarily through incremental curricular additions rather than comprehensive program redesign. The findings reflect formal curricular adoption rather than the full extent of AI integration within classroom instruction and establish a descriptive baseline for future research comparing AI-related curricular offerings across institutional classifications and accreditation systems.

Keywords: artificial intelligence; business curriculum; ACBSP; undergraduate education; AI literacy; curriculum adoption; institutional classification

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1. INTRODUCTION

Artificial intelligence (AI) is reshaping tasks and skill requirements across a wide range of occupations, including business-related roles (Green, 2024; Jones et al., 2026). As AI becomes increasingly embedded in organizational processes, workforce competency requirements are changing rapidly. The World Economic Forum (2025) projects that approximately 39% of workers' existing skills will be transformed or become obsolete between 2025 and 2030, underscoring the need for continuous reskilling and upskilling. Microsoft (2025) similarly reported that nearly one in three American workers already uses generative AI in the workplace. Together, these developments reinforce the responsibility of higher education to prepare future business professionals with AI knowledge, technical competence, ethical awareness, and adaptable problem-solving skills.

The Association to Advance Collegiate Schools of Business (AACSB) is one of the world's most widely recognized business school accrediting organizations and serves as an internationally recognized benchmark for excellence in business education. AACSB accreditation emphasizes continuous improvement, innovation, learner success, and societal impact, and its standards strongly influence curriculum development and assurance of learning within business programs (AACSB, 2020). Consequently, AACSB-accredited institutions have become an important setting for examining how business schools are adapting their curricula to emerging workforce demands created by AI.

Recognizing the importance of AACSB-accredited institutions as a benchmark for business education, Jones et al. (2026) examined the adoption of artificial intelligence (AI) within undergraduate business programs in the United States (U.S.). However, considerably less is known about AI adoption among institutions accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Although AACSB accredits institutions with diverse missions, including many research-intensive universities (Brink & Smith, 2012), ACBSP emphasizes teaching excellence, student learning outcomes, and continuous improvement as central elements of its accreditation philosophy (ACBSP, 2026). Consequently, examining ACBSP-accredited institutions provides an opportunity to better understand how teaching-focused business programs are responding to the growing demand for AI-related knowledge and skills. This study extends the work of Jones et al. (2026) by examining AI adoption within ACBSP-accredited undergraduate business programs and across institutional classification. Specifically, this study conducts a curriculum analysis of publicly identifiable curricular offerings documented on institutional websites, academic catalogs, and official course descriptions for AI-related degrees, majors, minors, concentrations, certificates, and individual courses. By extending the analysis beyond AACSB-accredited institutions, this study provides a broader perspective on the extent and nature of AI adoption within teaching-focused undergraduate business programs in the U.S.

2. LITERATURE REVIEW

2.1 Artificial Intelligence and the Business Workforce

Organizations increasingly use AI to augment human decision-making, automate routine cognitive tasks, and enable employees to focus on higher-order activities requiring critical thinking, creativity, ethical reasoning, and strategic judgment (Brynjolfsson et al., 2025; Csaszar et al., 2024). In marketing, for example, AI can analyze customer behavior, identify emerging trends, and generate personalized content, while managers remain responsible for interpreting recommendations, aligning decisions with organizational objectives, and protecting customer privacy (Davenport & Mittal, 2022).

Brynjolfsson et al. (2025) evaluated the phased implementation of a large language model-based conversational assistant among 5,172 customer-support agents at a Fortune 500 software company. Access to the system increased productivity by approximately 15%, with the largest gains occurring among less experienced workers. The system also improved customer satisfaction and accelerated

employee learning by disseminating the practices of more experienced employees. These findings indicate that business graduates require more than technical familiarity with AI; they must also be able to evaluate AI outputs, collaborate with intelligent systems, and exercise ethical and managerial judgment.

2.2 Artificial Intelligence in Business Education

The emergence of generative AI has created one of the most significant changes in business education since the widespread adoption of enterprise information systems. AI affects both what students need to learn and how teaching is delivered. Rather than treating AI solely as instructional technology, scholars increasingly view it as a domain of business knowledge that should be addressed across functional disciplines (Kasneci et al., 2023; Wu et al., 2026).

Wu et al. (2026) analyzed 192 peer-reviewed studies on AI and business talent development and identified four dominant themes: curriculum development, instructional transformation, competency development, and institutional response. Liang et al. (2025) likewise found that AI can support personalized learning, immediate feedback, instructional efficiency, and faculty course design, while also creating challenges involving academic integrity, algorithmic bias, data privacy, faculty preparedness, assessment redesign, and institutional governance. These findings suggest that effective curricular adoption requires more than adding a single AI course; institutions must also develop faculty capacity, responsible-use policies, and learning activities that promote critical thinking and AI literacy.

Jones et al. (2026) found that AI adoption within AACSB-accredited undergraduate business education was increasing but uneven. Some institutions had developed degree programs, concentrations, certificates, and multiple AI courses, whereas others relied on limited electives or AI content embedded within existing courses. Their study did not examine ACBSP-accredited institutions, which differ in mission and educational emphasis. ACBSP accreditation places substantial emphasis on teaching excellence, student learning outcomes, and continuous improvement. Accordingly, the extent to which these institutions have adopted AI-related curricula remains an important empirical question.

3. METHODOLOGY

3.1 Research Goal and Design

The purpose of this study was to examine the prevalence, forms, and institutional distribution of AI-related curricular offerings within ACBSP-accredited undergraduate business programs in the U.S.

RQ1. To what extent have ACBSP-accredited undergraduate business programs in the United States adopted AI-related curricula?

RQ1a. What forms of AI-related undergraduate curricular offerings are present within ACBSP-accredited business programs?

RQ1b. How are AI-related curricular offerings distributed across undergraduate degrees, majors, minors, concentrations, certificates, and individual courses?

RQ1c. To what extent are dedicated AI-related courses incorporated within undergraduate business programs?

RQ2. Does the prevalence of AI-related curricular offerings significantly differ across institutional classifications?

This study employed a curriculum analysis design to examine undergraduate AI curricula at U.S. institutions with ACBSP-accredited business programs. Publicly available institutional websites, undergraduate catalogs, program requirements, course descriptions, and accreditation-directory records served as the primary data sources. Thus, AI content embedded within existing courses, but not reflected in official course titles or catalog descriptions, could not be identified using this methodology and was therefore outside the scope of the study. The study was informed by the curriculum-analysis approach described by Jones et al. (2026) but altered and expanded the scope to examine AI-related degrees, majors, minors, concentrations, certificates, and explicitly identifiable required or elective AI-related courses within ACBSP-accredited undergraduate business programs.

3.2 Population and Eligibility

The sampling frame was derived from the official ACBSP member directory between June 1 and July 14, 2026. The ACBSP member directory was used because it allowed searching and filtering by country, accreditation status, institution type, and accredited program. Table 1 lists the searching criteria used to obtain the population. When multiple campuses appeared within the same institutional system, campuses were treated separately only when they maintained distinct catalogs or accredited curricula.

Criteria Category	Selection Choice
Location	United States
Accreditation Status	Yes
Institution Type	Bacc/Grad Degree
Accredited Programs	Bachelor of Science (B.S.) or BBA Bachelor of Business Administration (BBA)

Table 1. Searching Criteria for ACSBP Membership Directory

3.3 Review of Data Protocol and Identification of AI Offerings

Only those institutions with a website, undergraduate catalog, and program pages in English were included. All institutions with unavailable websites, undergraduate catalogs, and program pages were also excluded from the dataset.

To ensure replication of this study, each institution's current undergraduate catalog, business-school website, program pages, and searchable undergraduate course catalog were reviewed using a standardized keyword protocol. The keyword set was developed to identify the AI-related terminology most commonly used in official university program and course descriptions. Search terms included artificial intelligence, AI, machine learning, natural language processing, generative AI, large language models, intelligent systems, and closely related AI competencies. A program or course was included only when its official title or published description explicitly referenced artificial intelligence or one of the predefined AI-related technologies or competencies.

Courses in statistics, data analytics, business analytics, predictive analytics, or information systems were not classified as AI-related unless the title or catalog description explicitly referenced an included AI concept. Graduate courses, inactive programs, noncredit workshops, vendor training, and offerings appearing only in promotional materials were excluded. Interdisciplinary minors, certificates, or concentrations were retained when they were formally available to undergraduate business students.

3.4 Coding Procedure and Quality Control

The keyword searches, inclusion criteria, and exclusion criteria described in the preceding section were applied consistently across all institutions during coding. Offerings were coded into categories that reflected increasing levels of curricular commitment: dedicated business AI courses; AI-related minors; certificates or short programs; concentrations; and undergraduate degrees or majors. Institutions could be coded in more than one category when multiple offerings were present. To improve consistency, the same keyword set, eligibility rules, and classification criteria were applied across all institutions. Ambiguous cases were reviewed against the full published course or program description before a final coding decision was made. Duplicate institutions were reconciled using institutional identity, campus location, catalog structure, and accreditation records.

3.5 Institutional Classification

Each institution was classified by control and religious affiliation using federal data from the U.S. Department of Education's College Scorecard institution-level file, which incorporates the Integrated Postsecondary Education Data System (IPEDS) CONTROL and RELAFFIL variables (U.S. Department of Education, 2025). Institutions were coded into four classifications: public; private nonprofit, secular; private nonprofit, faith-based (private nonprofit institutions reporting a religious affiliation to IPEDS); and private for-profit. Institutions were matched to federal records using normalized institution names and states. Of the 254 unique institutions, 202 matched exactly, 5 matched after removing campus or school suffixes, 35 were mapped through a manually verified alias table (for example, accented Puerto

Rico campus names, renamed institutions, and multi-campus systems), and 12 close matches were verified individually. Branch campuses of multi-campus systems were assigned the control status of the parent institution, which does not vary across campuses. All 254 institutions were successfully classified.

3.6 Analysis

Frequencies and percentages were calculated to describe the prevalence and structure of AI offerings, with counts reported at the institutional level. For RQ2, the dependent measure was the binary presence or absence of any identifiable AI-related curricular offering. A chi-square test of independence was used to examine whether the presence of AI-related offerings differed across the four institutional classifications; all expected cell counts exceeded five, satisfying the assumptions of the test. Cramér's V was reported as the effect size. A parallel test was conducted using the presence of a dedicated business AI course as the dependent measure.

4. RESULTS

4.1 Overall AI Adoption Across ACBSP Institutions

As illustrated in Table 2, the initial ACBSP-directory search identified 276 undergraduate Universities/Colleges with business programs, consisting of 88 BBA programs and 188 BS programs. After 22 duplicate institutions were removed, 254 unique institutions remained. Ten additional institutions were excluded because their websites were unavailable, were not available in English, or no longer contained the identified ACBSP-accredited undergraduate program. The final analytic sample therefore consisted of 244 institutions

Sample	N	% of initial
Programs identified	276	100.0%
Duplicate institutions removed	22	8.0%
Additional exclusions: (website, catalog, and program information not in English or not available/accessible, or Accredited undergraduate business program no longer offered)	10	3.6%
Final analytic sample	244	88.4%

Table 2. Sample construction.

Among the 244 institutions analyzed, 100 (41.0%) had adopted one or more identifiable AI-related curricular offerings, whereas 144 (59.0%) had no identifiable AI-related curriculum in their published undergraduate business materials (Figure 1). Thus, AI adoption was substantial enough to represent an emerging curricular pattern, but it had not yet become the norm across ACBSP-accredited programs.

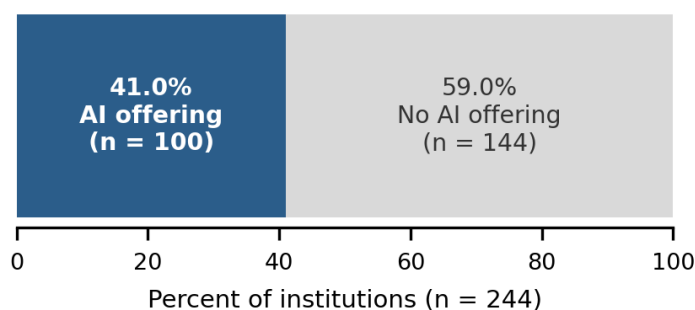


Figure 1. Overall AI adoption among ACBSP-accredited undergraduate business programs

4.2 AI Degree Programs and Majors

The ACBSP member directory did not explicitly identify AI degree programs. However, during the manual review of institutional websites to identify AI-related undergraduate degree offerings, 15 institutions (6.1% of the final sample) were identified as offering an undergraduate AI-related degree or major.

Offerings included programs such as a B.S. in AI, Applied AI, and related AI-focused degrees. However, it is important to note that because the ACBSP member directory did not explicitly classify AI degrees, these programs may reside outside the accredited business unit or may be considered during a future accreditation review. The finding nevertheless indicates that a small but visible group of institutions has moved beyond individual courses toward program-level adoption.

4.3 AI Minors, Concentrations, Certificates, and Related Programs

Seven institutions (2.9%) offered AI-related undergraduate minors. Three institutions (1.2%) offered AI concentrations outside the business discipline that were available to business students, two institutions (0.8%) offered AI certificates, and one institution (0.4%) offered a 12-credit AI program. These pathways provide a lower-cost and more flexible mechanism for curricular adoption than creating a new degree. They also allow students to combine AI preparation with an existing business major.

4.4 Dedicated AI Courses within Undergraduate Business Programs

A total of 46 institutions (18.9%) offered at least one dedicated business-oriented AI course. This was the most common identifiable form of adoption (Figure 2). The difference between the 100 institutions with some form of AI curriculum and the 46 institutions with a dedicated business AI course suggests that many institutions rely on interdisciplinary offerings, minors, electives outside the business school, or AI content embedded within broader courses. Published catalogs may also understate current adoption when faculty have incorporated AI assignments or modules without changing official course titles or descriptions.

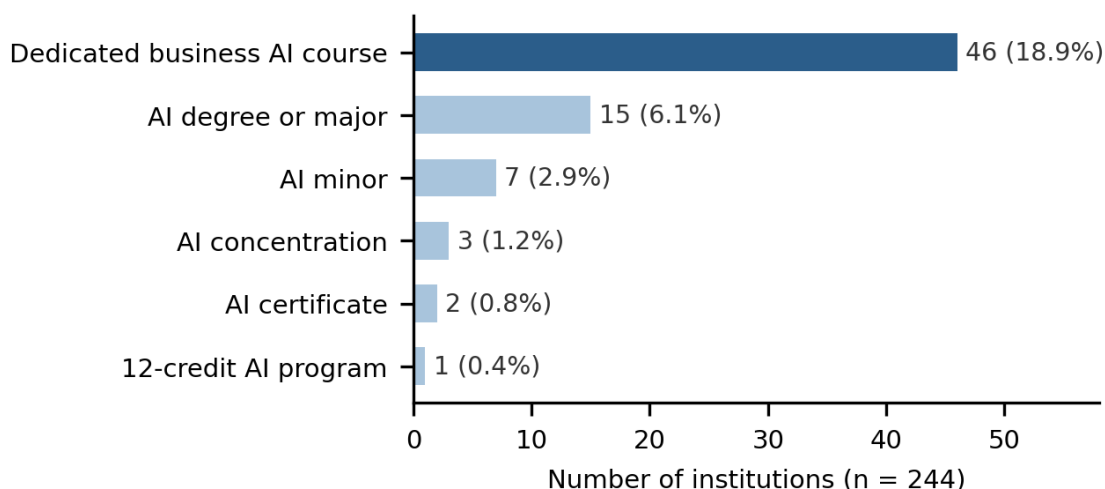


Figure 2. Number of institutions by identifiable AI offering type

4.5 Comparison by Institutional Classification

The 244 institutions in the analytic sample comprised 101 private nonprofit faith-based institutions (41.4%), 57 public institutions (23.4%), 47 private nonprofit secular institutions (19.3%), and 39 private for-profit institutions (16.0%). The prevalence of faith-based institutions is consistent with the teaching-focused mission profile of ACBSP membership.

Table 3 and Figure 3 show that AI adoption varied descriptively across institutional classifications. Adoption rates declined monotonically across classifications: 52.6% of public institutions had at least one identifiable AI-related offering, followed by 44.7% of private nonprofit secular institutions, 37.6% of private nonprofit faith-based institutions, and 28.2% of private for-profit institutions. A chi-square test of independence indicated that the association between institutional classification and the presence of an AI-related offering did not reach conventional statistical significance, $\chi^2(3, N = 244) = 6.57, p = .087$, Cramér's $V = .16$. Although the observed differences did not reach statistical significance, the

descriptive pattern suggests that institutional characteristics may contribute to variation in AI adoption and is explored further in the Discussion section.

A parallel test using the presence of a dedicated business AI course as the dependent measure showed no meaningful differences across classifications, $\chi^2(3, N = 244) = 1.03, p = .795$. Dedicated-course prevalence was similar across public (22.8%), for-profit (20.5%), secular nonprofit (17.0%), and faith-based nonprofit (16.8%) institutions. Taken together, these results suggest that institutional classification is weakly associated with whether any AI-related offering exists, but not with whether an institution has created a dedicated business AI course.

Classification	n	AI offering present n (%)	Dedicated business AI course n (%)
Public	57	30 (52.6%)	13 (22.8%)
Private nonprofit, secular	47	21 (44.7%)	8 (17.0%)
Private nonprofit, faith-based	101	38 (37.6%)	17 (16.8%)
Private for-profit	39	11 (28.2%)	8 (20.5%)
Total	244	100 (41.0%)	46 (18.9%)

Table 3. AI adoption by institutional classification.

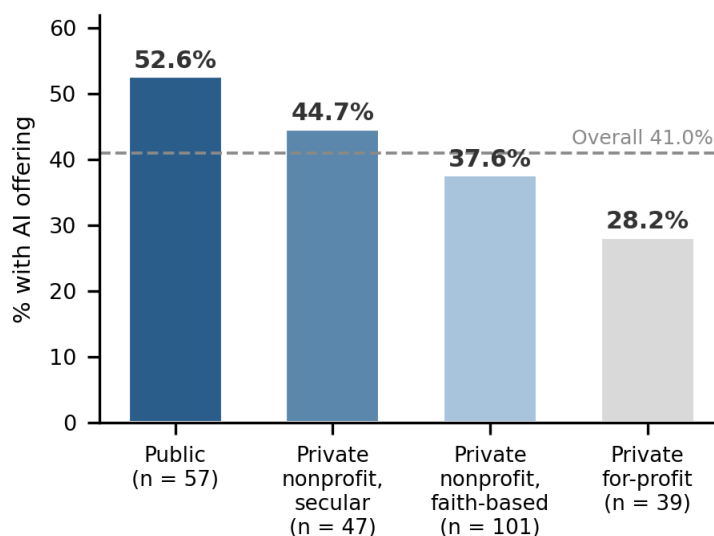


Figure 3. Percentage of institutions with an identifiable AI-related offering, by institutional classification

5. DISCUSSION

The findings indicate that AI adoption within ACBSP-accredited undergraduate business education is underway but remains uneven. Fewer than half of the institutions examined had an identifiable AI-related curricular offering, and only about one in five offered a dedicated business AI course. The results therefore portray a sector in transition: AI has moved beyond isolated experimentation, but it has not yet become a standard component of undergraduate business curricula.

The form of adoption is as important as its prevalence. Dedicated courses were considerably more common than minors, certificates, concentrations, or degrees. This pattern suggests that most institutions are responding through incremental curricular innovation rather than comprehensive program redesign. Adding a course or minor generally requires fewer resources, fewer governance approvals, and less faculty specialization than establishing a new major or degree. Such pathways can

also function as pilots through which institutions test student demand, faculty capacity, and employer interest before making larger structural commitments. Figure 4 illustrates this pathway of increasing curricular commitment, with institutions placed at their highest identifiable level.

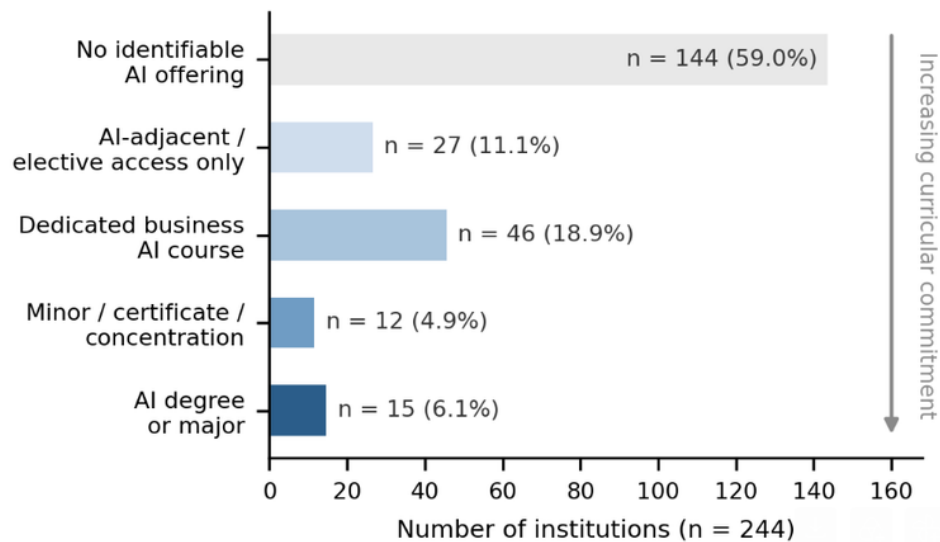


Figure 4. Pathway of increasing curricular commitment to AI

The classification results add nuance to this picture. The monotonic decline in adoption from public institutions (52.6%) to for-profit institutions (28.2%) is consistent with several institutional explanations. Public institutions are more likely to house computing, engineering, or data-science units whose AI courses and interdisciplinary minors are accessible to business students, effectively lowering the cost of visible adoption. Faith-based and smaller private nonprofit institutions may face greater resource and faculty-capacity constraints, while for-profit institutions typically maintain centralized, career-focused curricula that change through coordinated redesign cycles rather than individual faculty initiative. However, because the overall association was marginal ($p = .087$) and dedicated-course prevalence did not differ across classifications, these interpretations should be treated as hypotheses for future research rather than established differences. Notably, the absence of classification differences in dedicated-course adoption suggests that when institutions do commit to a business-specific AI course, they do so at similar rates regardless of control or mission.

The results also help clarify the distinction between adoption and integration. The present study identifies whether formal AI-related offerings are visible in published curricula; it does not establish the depth with which AI is embedded across accounting, finance, marketing, management, analytics, information systems, supply chain, or business communication courses. An institution with one AI course and an institution that embeds AI throughout multiple functional areas may both be coded as adopters, even though their curricular maturity differs substantially. The title and interpretation of the study therefore appropriately emphasize adoption rather than full curricular integration.

Relative to the AACSB-focused work of Jones et al. (2026), the present findings extend the evidence base to teaching-focused institutions. Although a direct statistical comparison requires harmonized variables and data from both studies, the ACBSP results suggest that many institutions are emphasizing practical, modular additions that can be implemented more rapidly than comprehensive degree restructuring. This strategy is consistent with the continuous-improvement orientation of ACBSP programs, but it also creates a risk that AI remains concentrated in electives rather than becoming a shared competency for all business graduates.

For administrators and curriculum committees, the findings illustrate the range of approaches currently being used by ACBSP-accredited institutions to introduce AI-related content into undergraduate business education. Institutions considering curricular revisions may find these examples useful when evaluating options consistent with their own missions, faculty expertise, student needs, and workforce priorities.

The present study does not evaluate the effectiveness of these approaches, highlighting an important area for future research.

5.1 Comparison with AACSB-Accredited Institutions

The AACSB study by Jones et al. (2026) provides a useful point of comparison, but the percentages from the two studies should not be treated as directly equivalent because the studies used different units of analysis and inclusion criteria. Jones et al. examined 550 universities housing AACSB-accredited business schools and counted formal programs whose names explicitly included artificial intelligence. Ninety-nine universities (18.0%) had some type of AI program anywhere within the university, and 55 of those programs were offered at the undergraduate level. By contrast, the present ACBSP study examined 244 undergraduate business programs and used a broader catalog-based definition that included degrees, majors, minors, concentrations, certificates, and identifiable AI-related business courses.

Despite these methodological differences, the studies converge on an important conclusion: formal, business-centered AI education remains less developed than the broader institutional presence of AI (Figure 5). In the AACSB sample, computing and engineering units housed 47% of AI programs, while business schools housed only 13%. The ACBSP results similarly show that the most common form of adoption is not a comprehensive AI degree or concentration, but a dedicated course or smaller complementary pathway. Only 15 ACBSP institutions (6.1%) offered an AI-related degree or major, whereas 46 (18.9%) offered a dedicated business AI course.

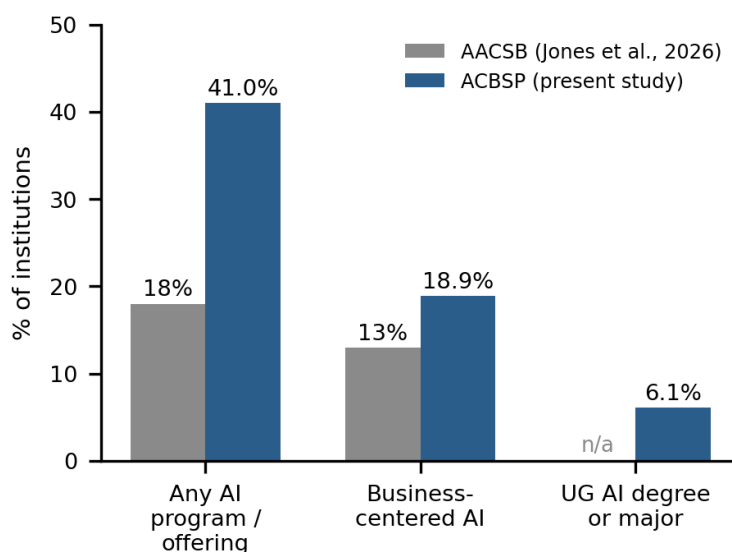


Figure 5. Headline results of the AACSB study (Jones et al., 2026) and the present ACBSP study

Viewed together, the findings suggest two related stages of curricular development. The AACSB study demonstrates that universities have often located formal AI programs in technical academic units, leaving business-oriented applications comparatively underserved. The ACBSP study shows how business programs may respond to that gap through incremental adoption: individual courses, minors, certificates, and interdisciplinary options that require less institutional restructuring than a new degree. The studies therefore do not establish that ACBSP institutions are more advanced than AACSB institutions. Rather, they show that the apparent level of adoption depends heavily on whether researchers count only formally named AI programs or also include course-level and complementary curricular offerings.

The timing of the studies may also matter. The AACSB data were collected from January through May 2024, whereas the ACBSP data were collected from June through July 2026. Given the rapid expansion of generative AI during this interval, some of the higher prevalence observed in the ACBSP study may reflect broader diffusion over time rather than differences attributable to accreditation type. A future

study using a common coding protocol and the same collection period across AACSB and ACBSP institutions would be needed to test whether accreditation orientation is independently associated with AI curricular adoption.

Comparison dimension	AACSB study (Jones et al., 2026)	Present ACBSP study
Data-collection period	January-May 2024	June-July 2026
Sampling frame	550 universities with AACSB-accredited business schools	244 ACBSP-accredited undergraduate business programs
Primary unit of analysis	AI programs located anywhere within the university	AI offerings visible within or available to undergraduate business programs
Inclusion threshold	Formal program name explicitly included artificial intelligence	Degrees, majors, minors, concentrations, certificates, and explicitly AI-related courses
Key prevalence result	99 universities (18.0%) had an AI program; 55 were undergraduate	100 institutions (41.0%) had at least one identifiable AI-related offering
Business-specific pattern	Business schools housed 13% of identified AI programs	46 institutions (18.9%) offered a dedicated business AI course
Institutional classification	Compared program types by university size and public/private control	Public 52.6%, secular nonprofit 44.7%, faith-based nonprofit 37.6%, for-profit 28.2% ($p = .087$)
Primary interpretation	Formal AI programs were concentrated in technical units	Business programs most often adopted AI incrementally through courses and smaller pathways

Table 4. Methodological and substantive comparison of the AACSB and ACBSP studies.

6. LIMITATIONS AND FUTURE RESEARCH

As noted in the methodology, this study relied on publicly available websites and published catalogs, which may not fully reflect current classroom practice. Faculty may incorporate AI into assignments, cases, simulations, or modules without changing official course titles or descriptions. Conversely, a listed course may not be offered regularly. The study also captures a rapidly changing period, so institutional offerings may change between accreditation cycles or website updates. Institutional categories and program labels were not always consistent across the ACBSP directory and university materials. Finally, institutional classification was derived from federal IPEDS data, in which religious affiliation is self-reported; a historically religious institution that no longer reports an affiliation is classified as secular, and branch campuses were assigned the control status of their parent institution.

Future research should distinguish between the breadth and depth of AI adoption, required and elective coursework, and institution-wide versus program-specific exposure. Longitudinal studies could determine whether institutions progress from individual courses toward minors, certificates, concentrations, and degrees. Additional work should examine faculty preparedness, employer expectations, student learning outcomes, AI competency frameworks, and institutional governance. Comparative studies across ACBSP, AACSB, and IACBE institutions would provide a broader view of national curriculum trends. Because the association between institutional classification and adoption approached but did not reach significance in this sample, future studies with larger samples or multivariate designs should examine whether classification, enrollment size, region, and resource measures jointly predict AI adoption.

7. CONCLUSION

AI is rapidly changing business practice, but its formal presence in the published curricula of ACBSP-accredited undergraduate business programs remains at an early-to-intermediate stage. Most institutions analyzed (59.0%) had no identifiable AI-related offering, and among those that did, adoption occurred most often through dedicated business AI courses and less often through minors, certificates, concentrations, or degree programs. Adoption appeared more common among public institutions than among private for-profit ones, although the association between institutional classification and adoption did not reach statistical significance and should be regarded as suggestive at most. These patterns describe the visibility of AI in published curricula at a single point in time. They do not indicate what these courses teach, whether the offerings persist, or what students gain from completing them, and the absence of an offering is not evidence that a program is deficient. The study documents the current landscape of AI-related offerings across ACBSP-accredited business programs and establishes a baseline against which later observations can be compared, providing a foundation for subsequent investigation into the content, durability, and educational outcomes of AI-related business education.

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