List of AACSB Accreditation Standards

Standard 1: The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. [MISSION STATEMENT]

Standard 2: The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The school’s portfolio of intellectual contributions is consistent with the mission and programs offered. [INTELLECTUAL CONTRIBUTIONS]

Standard 3: The mission statement or supporting documents specifies the student populations the school intends to serve. [STUDENT MISSION]

Standard 4: The school specifies action items that represent high priority continuous improvement efforts. [CONTINUOUS IMPROVEMENT OBJECTIVES]

Standard 5: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES]

Standard 6: The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission. [STUDENT ADMISSION]

Standard 7: The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school’s mission. [STUDENT RETENTION]

Standard 8: The school maintains a support staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school’s mission and programs and the students’ characteristics. [STAFF SUFFICIENCY-STUDENT SUPPORT]

Standard 9: The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY]

Standard 10: The faculty of the school has, and maintains, expertise to accomplish the mission, and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty members’ contributions to the school’s mission. The school specifies, for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty original academic preparation and/or professional experience), as well as requirements for
maintaining faculty competence (intellectual contributions, professional development, or practice). [FACULTY QUALIFICATIONS]

Standard 11: The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school’s mission…. [FACULTY MANAGEMENT AND SUPPORT]

Standard 12: The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:

- Ensure adequate time is devoted to learning activities for all faculty members and students.
- Ensure adequate student-faculty contact across the learning experiences.
- Set high expectations for academic achievement and provide leadership toward those expectations.
- Evaluate instructional effectiveness and overall student achievement.
- Continuously improve instructional programs.
- Innovate in instructional processes.

[AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY]

Standard 13: Individual teaching faculty members:

- Operate with integrity in their dealings with students and colleagues.
- Keep their own knowledge current with the continuing development of their teaching disciplines.
- Actively involve students in the learning process.
- Encourage collaboration and cooperation among participants.
- Ensure frequent, prompt feedback on student performance.

[INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY]

Standard 14: Individual Students:

- Operate with integrity in their dealings with faculty and other students.
- Engage the learning materials with appropriate attention and dedication.
- Maintain their engagement when challenged by difficult learning activities.
- Contribute to the learning of others.
- Perform to standards set by the faculty.

[STUDENT EDUCATIONAL RESPONSIBILITY]

Standard 15: Management of Curricula: The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school. The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum…. [MANAGEMENT OF CURRICULA]
Standard 16: Bachelor’s or undergraduate level degree: Knowledge and skills. Adapting expectations to the school’s mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]

Standard 17: The bachelor’s or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [UNDERGRADUATE EDUCATIONAL LEVEL]

Standard 18: Master’s level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master’s level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master’s level is developed in a more integrative, interdisciplinary fashion than undergraduate education…. [MASTER’S LEVEL GENERAL MANAGEMENT LEARNING GOALS]

Standard 19: Master’s level degree in specialized programs: Knowledge and Skills. Participation in a master’s level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level…. Master’s level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field…. [SPECIALIZED MASTER’S DEGREE LEARNING GOALS]

Standard 20: The master’s level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [MASTER’S EDUCATIONAL LEVEL]

Standard 21: Doctoral level degree: Knowledge and Skills: Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization….. [DOCTORAL LEARNING GOALS]