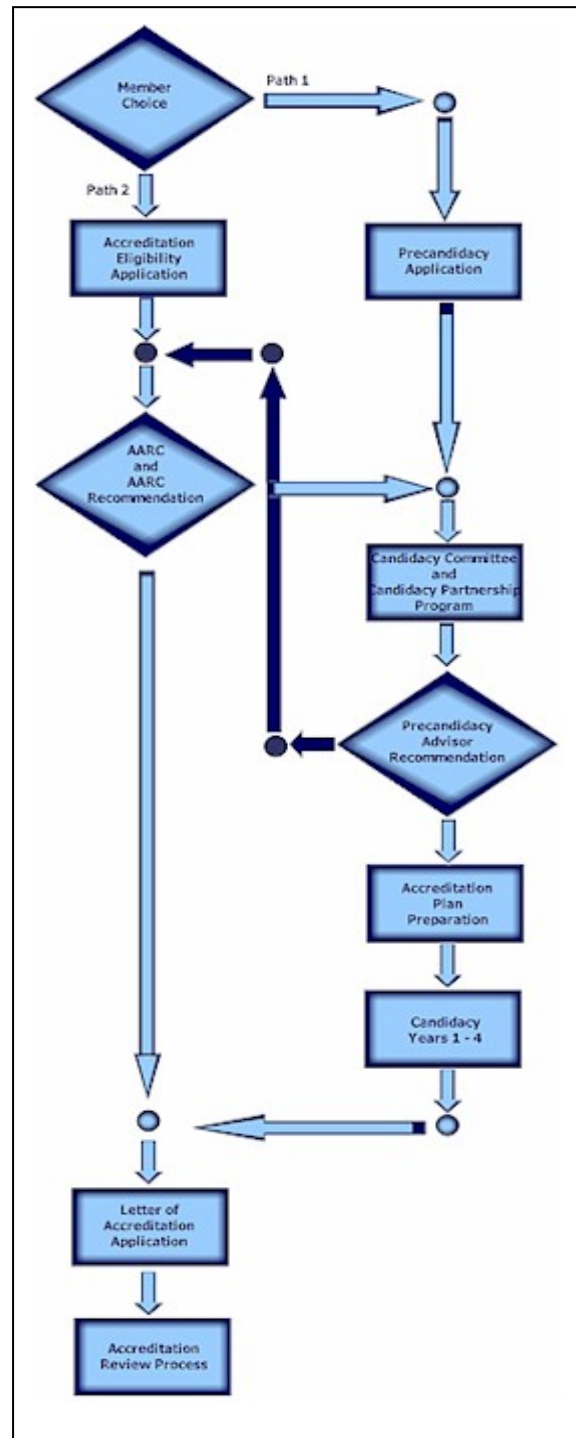


AACSB Accreditation: Process, Standards, and Fees

(Summarized from www.aacsb.edu/accreditation)

I. Application Process



AARC

The Accreditation Application Review Committee (**AARC**) ensures that an applicant entering the initial accreditation process has sufficient understanding of the AACSB accreditation standards

The application process is shown in the left figure.

Member Choice

The accreditation application process provides two voluntary options for AACSB International educational members worldwide. These paths are applicable regardless of the educational institution's national origin and location. AACSB International members may choose:

Path One - to submit an application for precandidacy in the Candidacy Partnership program to the Candidacy Committee in care of the AACSB office. For educational members applying directly for precandidacy in the Candidacy Partnership program, application deadlines are January 31 and August 1.

Path Two - to submit an application for eligibility to the Accreditation Application Review Committee (AARC)* in care of the AACSB office. If the application information demonstrates a high probability that the member is accreditable, AARC may suggest direct application for accreditation. Annual application deadlines for eligibility applications to AARC for initial accreditation (business and/or accounting) are March 15 and October 15.

and has a reasonable prospect for success in producing an acceptable self-evaluation report. This requires satisfaction of the **ELIGIBILITY CRITERIA**. Alternatively, AARC may recommend that an applicant should utilize the assistance of the Candidacy Partnership Program.

The AARC reviews accreditation eligibility applications for initial business and/or accounting accreditation and makes appropriate recommendations.

AARC Recommendation

Accreditation Eligibility Applications are reviewed by the AARC with the applicant institution notified of one of the actions:

1. Recommends that the applicant institution proceed with an application for initial accreditation. Applicant institutions receiving this recommendation have satisfied the eligibility criteria. They have demonstrated sufficient understanding of the accreditation standards and appear to have a reasonable prospect for success in producing an acceptable self-evaluation report.
2. Recommends that the applicant institution proceed with an application for the precandidacy phase of the **CANDIDACY PARTNERSHIP PROGRAM**. AARC makes this recommendation when it believes that the applicant can be assisted by the Candidacy Partnership Program, and that this path increases the probability of ultimately achieving accreditation. The purpose of the Candidacy Partnership Program is to establish stable, constructive, on-going, and helpful partnerships between AACSB International and institutions working toward AACSB International accreditation.
3. The AARC may request additional information to better understand the applicant's higher education model and operational environment. Further, the AARC may conduct additional fact finding by visiting the applicant institution, focusing on issues and questions raised by the analysis of the Accreditation Eligibility Application. A final recommendation (see #1 & #2 above) will be reached as a result of the AARC's further deliberations and analysis of the additional requested information.

Candidacy Committee

The Committee establishes stable, constructive, ongoing, helpful partnerships between AACSB and institutions working toward AACSB International accreditation by providing ongoing assistance which fosters continuing improvement and minimizes non-productive or misdirected efforts. The Committee constitutes an experience base concerning the quality enhancement and continuous improvement goals and practices that institutions have implemented in preparing for accreditation. The Committee maintains a list of approved advisors and develops and supplies

their training. The Committee reviews "Candidacy" applications and appoints an advisor acceptable to each institution from the Approved Candidacy Advisor List. The Committee reviews "Accreditation Plans" for reasonableness and makes decisions regarding the granting of candidate status. The Committee interacts yearly with candidate schools and makes decisions regarding continuation of Candidacy status on an annual basis .

Precandidacy Advisor Recommendation

The Candidacy Partnership Program helps the institution with its self-assessment, which results in the preparation of an accreditation plan. In some cases, the self-assessment results in a determination that the institution should proceed with a letter of application for initial accreditation. If not, the institution proceeds with the preparation of its accreditation plan .

Accreditation Plan Preparation

During the period of precandidacy, the precandidacy advisor and AACSB International staff work with the institution as it (1) undertakes a self-assessment of its current performance in relation to accreditation standards and its mission, and identifies areas of needed improvement, and (2) formulates an Accreditation Plan.

The institution presents its Accreditation Plan to the AACSB International Candidacy Committee during or by the conclusion of its period of precandidacy (not to exceed two years in length). The plan must contain annual goals and planned steps to achieve these goals. One of the goals must be the submission of an Accreditation Self-Evaluation Report within five years. The precandidacy advisor makes a recommendation regarding the Accreditation Plan.

If the Candidacy Committee accepts the Accreditation Plan, the committee grants Candidate for Accreditation designation to the institution .

Candidacy Partnership Program

(Years 1 - 4)

During the candidacy period, the business unit must submit annual progress reports to the Candidacy Committee; the Candidacy Committee reviews the annual progress report and provides its analysis to the institution. If the candidate's annual progress report demonstrates acceptable progress, the Committee continues the institution's "Candidate for Accreditation" recognition for a period not to exceed five years.

At the beginning of the self-evaluation year (the fifth year of candidacy at the latest), the candidate institution submits a Letter of Application to the Accreditation Committee. At this point the

candidate institution formally enters the accreditation process under the auspices of the Business and/or Accounting Accreditation Committees.

Candidacy status continues during the self-evaluation year (provided the business unit submits an annual progress report) and through the peer review year, if applicable .

Letter of Accreditation Application

To proceed with the initial accreditation process, the institution sends a letter to the Chair, Business Accreditation Committee, in care of the AACSB International office. The institution's chief executive officer, chief academic officer and business unit head must sign the letter. The letter must specify all undergraduate, master's and doctoral degree programs in business offered by the institution. The Business Accreditation Committee works with the institution on the accreditation schedule and nominations for its peer review team .

Accreditation Review Process

Institution proceeds with the implementation of the **Accreditation Review Process**

II. Standards

The accreditation standard covers eight parts:

1. Preamble
2. Preconditions
3. Mission and Objectives
4. Faculty Composition and Development
5. Curriculum Content and Evaluation
6. Instructional Resources and Responsibilities
7. Students
8. Intellectual Contributions

PREAMBLE

Accreditation focuses on the quality of educational activities. Standards set demanding but realistic thresholds, challenge schools to pursue continuous improvement, and guide improvement in educational programs. AACSB member schools reflect a diverse range of missions. Acknowledging the diversity within AACSB, all member schools share a common purpose -- the preparation of students to enter useful professional and societal lives. Interaction among students and faculty accomplishes this purpose most directly. Accordingly, the accreditation review focuses on a school's clear determination of its mission, development of its faculty, planning of its curricula, and delivery of its

instruction. In these activities, each school must achieve and demonstrate an acceptable level of performance consistent with its overall mission while satisfying AACSB standards. Substantial opportunity remains for schools to differentiate themselves through a variety of activities.

To be accredited, a school must satisfy the standards set forth in this document. However, certain standards or portions of standards apply differentially, depending on the various missions and objectives of different schools. This document describes all of the standards in the accreditation process.

The accreditation process is implemented through a review of the school's Self-Evaluation Report and through a visit to the school by a peer review team representing AACSB. Because of the link between a school's mission and the accreditation process, and because the assessment by the peer review team will be central to the accreditation decision, it is the peer review team's responsibility to judge the reasonableness of any deviations from these standards.

PRECONDITIONS

P.1. ELIGIBILITY

P.1.a: A school seeking accreditation by AACSB-The International Association for Management Education should have appropriate governmental authorization to grant degrees.

P.1.b: The school normally should be a part of an institution accredited by an institutional accrediting body or authorized by the appropriate governmental jurisdiction.

P.1.c: Degree programs in business should be offered through an administrative unit supported by a continuing budget and to which full-time faculty appointments are made.

P.1.d: The institution should demonstrate continuous efforts to achieve demographic diversity among students, faculty and staff.

P.1.e: The educational environment should be free of external interference or diversion of effort that would prevent achieving the objectives of these standards

P.2. PROGRAMS WITHIN THE SCOPE OF REVIEW FOR AACSB ACCREDITATION

P.2.a: All degree programs in business at the undergraduate, master's, or doctoral level will be reviewed simultaneously.

P.2.b: All programs in business administration or management offered by an institution shall be reviewed to determine whether they should be considered in the accreditation process.

P.2.c: All degree programs in business offered by the institution at multiple locations will be reviewed.

P.3. READINESS FOR ACCREDITATION REVIEW

P.3.a: Some programs in business shall have been in operation for a sufficient period of time to make possible an evaluation of their quality.

P.3.b: Programs in business shall satisfy the business standards during self-evaluation and

visit periods. All undergraduate, master's, and doctoral degree programs in business offered by the institution must demonstrate continuing adherence to the standards.

MISSION AND OBJECTIVES

M. MISSION

M.1: The school must have a clear and published mission statement that is subjected to periodic review and revised as needed.

M.2: The school's mission must be appropriate to higher education for business and management and consonant with the mission of the institution of which it is a part.

M.3: The school must specify the educational objectives of each degree program offered and identify the characteristics of students and other constituents served by each of those degree programs.

M.4: The school must specify its relative emphasis on teaching, intellectual contributions, and service.

M.5: The school's activities must be consistent with its mission.

FACULTY COMPOSITION AND DEVELOPMENT

FD.1 FACULTY PLANNING

FD.1: Faculty size, composition, qualifications, and development activities should result from a comprehensive planning process. The process must consider the school's teaching, intellectual contributions, and professional service responsibilities.

FD.2 FACULTY RECRUITMENT, SELECTION, AND ORIENTATION

FD.2.a: Recruitment and selection practices should be consistent with the school's mission and degree programs.

FD.2.b: The school should have appropriate practices for the orientation of new faculty to the school.

FD.2.c: The school should demonstrate continuous efforts to achieve demographic diversity in its faculty.

FD.3 FACULTY DEVELOPMENT, PROMOTION, RETENTION, AND RENEWAL

FD.3.a: Processes should be in place to determine appropriate teaching assignments and service workloads, to guide and mentor faculty, and to provide adequate support for activities that implement the school's mission.

FD.3.b: A formal, periodic review process should exist for reappointment, promotion, and tenure decisions that produce results consistent with the school's mission and objectives. Within the total criteria used for evaluation, attention should be given to course development, effective teaching, and instructional innovations.

FD.3.c: The school should support continuing faculty intellectual development and renewal.

FD.3.d: The school should support faculty participation in academic and professional organizations.

FD.3.e: The school should have clear policies concerning outside faculty activities, both paid and unpaid, consistent with the school's mission and with other institutional policies.

FD.4 FACULTY SIZE, COMPOSITION, AND DEPLOYMENT

FD.4.a: The school should maintain a fulltime faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.

FD.4.b: The deployment of faculty resources should reflect the school's mission and degree programs. Students in all programs, majors, areas of emphasis, and locations should have the opportunity to receive instruction from appropriately qualified faculty.

FD.5 FACULTY QUALIFICATIONS

FD.5: The faculty, in aggregate, should have sufficient academic and professional qualifications to accomplish the school's mission.

CURRICULUM CONTENT AND EVALUATION

C.1 CURRICULUM CONTENT

C.1.1 Perspectives: Undergraduate and MBA

C.1.1: Both undergraduate and MBA curricula should provide an understanding of perspectives that form the context for business. Coverage should include:

- ethical and global issues,
- the influence of political, social, legal and regulatory, environmental and technological issues, and
- the impact of demographic diversity on organizations.

C.1.2 Undergraduate

C.1.2.a: Each undergraduate curriculum should have a general education component that normally comprises at least 50 percent of the student's four-year program.

C.1.2.b: The curriculum should include foundation knowledge for business in the following areas:

- accounting
- behavioral science
- economics, and
- mathematics and statistics.

C.1.2.c: The business curriculum should include written and oral communication as an important characteristic.

C.1.2.d: The school should state additional requirements for completion of the undergraduate business degree consistent with its mission. Majors or specializations should be consistent with the institutional mission and the availability of resources.

C.1.2.e: The school should require that at least 50 percent of the business credit hours required for the business degree be earned at the degree-awarding institution.

C.1.3 MBA and Other General Management Master's Programs

C.1.3.a: The curriculum should include instruction in the following core areas:

- financial reporting, analysis and markets,
- domestic and global economic environments of organizations,
- creation and distribution of goods and services, and
- human behavior in organizations.

Normally, these MBA core areas should require a minimum of 18 semester hours if taken at the graduate level. Part or all of this requirement may be completed at the undergraduate level.

C.1.3.b: The MBA curriculum normally should require a minimum of 30 semester hours beyond the MBA core areas (C.1.3.a). A minimum of 18 hours is required in courses outside the area of specialization, if any.

C.1.3.c: Basic skills in written and oral communication, quantitative analysis, and computer usage, should be achieved either by prior experience and education, or as part of the MBA curriculum.

C.1.3.d: Each school's curriculum planning process should set additional requirements consistent with its mission and goals. The program also should allow adequate elective material for reasonable breadth.

C.1.3.e: The curriculum should integrate the core areas and apply cross-functional approaches to organizational issues.

C.1.4 Specialized Master's Programs

C.1.4.a: Specialized master's programs should prepare students who seek specialized roles in business, management and related professions.

C.1.4.b: Normally, each specialized master's program should require a minimum of 30 semester hours, of which at least 12 should be in the area of specialization.

C.1.5 Doctoral Programs

C.1.5: The education of students in doctoral programs in business should include:

- the acquisition of advanced knowledge in the student's area of specialization,
- the development of advanced research skills for the area of specialization,
- explicit attention to the role of the area of specialization in managerial and organizational contexts, and
- experiences that prepare the student for teaching responsibilities in higher education for those students who expect to enter teaching careers.

C.2 CURRICULUM PLANNING AND EVALUATION

C.2.1 Curriculum Planning

C.2.1: The curriculum for each degree program should be the result of a curriculum planning process and should be consistent with the school's mission.

C.2.2 Monitoring of Programs for Effectiveness

C.2.2: Each degree program should be systematically monitored to assess its effectiveness

and should be revised to reflect new objectives and to incorporate improvements based on contemporary theory and practice.

INSTRUCTIONAL RESOURCES AND RESPONSIBILITIES

IN.1 INSTRUCTIONAL RESOURCES

IN.1: The school should provide and manage resources to meet the instructional responsibilities created by the programs offered.

IN.2 COLLECTIVE FACULTY INSTRUCTIONAL RESPONSIBILITIES

IN.2: The school's faculty in aggregate and the faculty's sub-units are responsible for:

- effective creation and delivery of instruction,
- evaluation of instructional effectiveness and student achievement,
- continued improvement of instructional programs, and
- innovation in instructional processes.

IN.3. INDIVIDUAL FACULTY INSTRUCTIONAL RESPONSIBILITIES

IN.3: Individual members of the faculty are responsible for:

- currency in their instructional field(s),
- delivery of effective instruction, and
- accessibility to students consistent with the school's expectations.

STUDENTS

S.1 STUDENT SELECTION

S.1.a: The school should select students consistent with its mission.

S.1.b: The school should demonstrate continuous efforts to achieve demographic diversity in its student enrollment.

S.1.c: The policies for admission to business degree programs at the undergraduate level should be clear. Retention policies for undergraduate students should be consistent with an objective of producing high quality graduates.

S.1.d: Admission policies at the graduate level normally limit selection of students to holders of the undergraduate degree. Candidates admitted must be qualified for the program to which they are admitted. Retention policies for graduate students should be consistent with an objective of producing high quality graduates.

S.2 CAREER PLANNING AND PLACEMENT

S.2: Students should receive assistance in making career decisions and in seeking employment to follow completion of their degree programs.

INTELLECTUAL CONTRIBUTIONS

IC.1 INTELLECTUAL CONTRIBUTIONS

IC.1: Faculty members should make intellectual contributions on a continuing basis appropriate to the school's mission. The outputs from intellectual contributions should be available for public scrutiny by academic peers or practitioners.

III. Accreditation Fees

Eligibility Fee ^{1&2} (non-refundable and due with eligibility application)	\$4,000
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Application Fees:

Candidacy	\$3,500
Initial Business or Initial Accounting Accreditation	\$11,000
Initial Business <u>and</u> Initial Accounting Accreditation	\$17,000
Reaffirmation of Accreditation for Business or Accounting	\$6,500
Reaffirmation of Accreditation including initial accreditation for a new program level	\$8,500
Reaffirmation of Accreditation for Business <u>and</u> Accounting	\$11,000
Reaffirmation of Accreditation for business and Accounting, including initial accreditation for a new program level	\$14,000
Reaffirmation of Accreditation for Business and Initial Accreditation for Accounting	\$14,000

Review Extension Fees:

Candidacy Annual Maintenance Fee ³	\$2,500
Deferral Review Fee (Initials only)	\$3,500
Continuing Review Annual Fee (Reaffirmation only)	\$3,500

Deposit for Team Travel Expenses (minimum)⁴	\$3,000
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Revised: May 2001

¹\$3,500 applies toward either the Candidacy Application Fee or the Initial Accreditation application Fee, if the respective application is accepted within three months of the eligibility decision.

²Not applicable to initial accounting accreditation for AACSB International accredited institutions.

³Last \$2,500 applies to initial accreditation application fee.

⁴Deposit will be adjusted depending on expectations for the costs of site visit travel for the peer review team. Deposit will be held to cover travel expenses of the peer review team. Reconciliation of deposit balance will be determined after all team member expense reports are reimbursed through AACSB International. Reconciliation may result in refund or additional charge to school. All team member expenses are the responsibility of the host institution.