

Table 1: Summary of Proposed Changes in AACSB International Standards for proposed Accreditation Council Vote (Revised language is underlined)

Proposed Standard	Current Standard	Rationale
<p>Eligibility Criteria A: <u>An institution seeking AACSB accreditation must be a member of AACSB International</u></p>	<p>No Eligibility Criteria exists for this requirement.</p>	<p>This codifies current practice that a school must become a member of AACSB International before or concurrent with seeking accreditation. Remaining Eligibility Criteria are re-lettered.</p>
<p>Standard 1: The school publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. <u>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.</u> [MISSION STATEMENT]</p>	<p>Standard 1: The school publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. [MISSION STATEMENT]</p>	<p>With this change, Standard 1 becomes the sole standard on mission statement development, publication, its impact, and appropriateness as a guide to strategic management and decision making. Mission appropriateness language and supporting interpretive materials are relocated from Standard 2 with some revisions. See summary of interpretive changes in Table 2.</p>
<p>Standard 2: <u>The school demonstrates, as an essential goal for the delivery of high quality management education, engagement in high quality research</u></p>	<p>Standard 2: The school’s mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a</p>	<p>With this change and the proposed change to Standard 1, Standard 2 is solely devoted to the importance of intellectual contributions as a component of the mission of any</p>

<p><u>and scholarship aligned with its mission that advances theory, practice, and/or learning/pedagogy</u> [INTELLECTUAL CONTRIBUTIONS]</p>	<p>part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management. [MISSION APPROPRIATENESS]</p>	<p>school that holds or is seeking AACSB accreditation. See the summary of interpretive changes for Standard 2 in Table 2. These interpretive changes also applied to Accounting Standard 31.</p>
<p><u>Standard 10: The faculty of the business school has, and maintains expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member’s contributions to the school’s mission. The school specifies for both academically 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 actual practice). [FACULTY QUALIFICATIONS]</u></p>	<p>Standard 10: The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure this occurs, the school has a clearly defined process to evaluate individual faculty member’s contributions to the school’s mission. [FACULTY QUALIFICATIONS]</p>	<p>The revised language supports more strongly the focus on solid processes supporting initial and maintenance of faculty qualifications. Accompanying revisions to the interpretive materials include changes in Table 10-1 to recognize a variety of activities that can be undertaken to demonstrate faculty qualifications which is already in the standard. Revisions apply to accounting accreditation.</p>
<p><u>Standard 15: Management of Learning:</u> The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of curricula of degree programs and to</p>	<p>Standard 15: Management of Curricula: The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of curricula of degree programs and to</p>	<p>Language is added to enhance and expand expectations that business curricula address global issues and contexts across business programs. Interpretive materials are also revised to capture the global expectation.</p>

<p>assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, support staff, administrators, students, faculty from non-business disciplines, and the business community served by the school.</p> <p>The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an <u>undergraduate degree program</u> that includes learning experiences in such general knowledge and skill areas as:</p> <ul style="list-style-type: none"> • Communication abilities • Ethical understanding and reasoning abilities • Analytic skills • Use of information technology • <u>Dynamics of the global economy and its influence in the local context</u> • Multicultural and diversity understanding 	<p>assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, support staff, administrators, students, faculty from non-business disciplines, and the business community served by the school.</p> <p>The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an <u>undergraduate degree program</u> that includes learning experiences in such general knowledge and skill areas as:</p> <ul style="list-style-type: none"> • Communication abilities • Ethical understanding and reasoning abilities • Analytic skills • Use of information technology • Multicultural and diversity understanding • Reflective thinking skills. <p>Normally, the curriculum</p>	
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<ul style="list-style-type: none"> • Reflective thinking skills. <p>Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skill areas as:</p> <ul style="list-style-type: none"> • Ethical and legal responsibilities in organizations including the impact of different cultural, regulatory, and legal traditions <u>in a global context.</u> • Financial theories, analysis, reporting, <u>and global markets.</u> • Creation of value through integrated production and distribution of goods, services, and information <u>across global markets.</u> • Group and individual dynamics in organizations. • Statistical data analysis and management science as they support decision-making processes throughout an organization. • Information technologies as they influence the structure 	<p>management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skill areas as:</p> <ul style="list-style-type: none"> • Ethical and legal responsibilities in organizations including the impact of different cultural, regulatory, and legal traditions. • Financial theories, analysis, and reporting. • Creation of value through integrated production and distribution of goods, services, and information. • Group and individual dynamics in organizations. • Statistical data analysis and management science as they support decision-making processes throughout an organization. • Information technologies as they influence the structure and processes of organizations and economies, and as the influence the roles and techniques of 	
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<p>and processes of organizations and economies, and as the influence the roles and techniques of management <u>in a global context.</u></p> <ul style="list-style-type: none"> • Domestic and global environments of organizations. • Other management-specific knowledge and abilities as identified by the school. <u>[MANAGEMENT OF LEARNING]</u> 	<p>management .</p> <ul style="list-style-type: none"> • Domestic and global environments of organizations. • Other management-specific knowledge and abilities as identified by the school. <u>[MANAGEMENT OF CURRICULA]</u> 	
<p>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.</p> <p>The capacities developed through the knowledge and skills of a</p>	<p>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.</p> <p>The capacities developed through the knowledge and skills of a</p>	<p>The additional language for MBA programs further reinforces the importance of global issues and perspectives being an integral part of the learning experience across the program. The interpretive materials are also revised to capture expectations for global coverage.</p>

<p>general master's level program are:</p> <ul style="list-style-type: none"> • Capacity to lead in organizational situations. • Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines. • Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments. • <u>Capacity to understand business issues from a global perspective.</u> <p>Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program. [MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]</p>	<p>general master's level program are:</p> <ul style="list-style-type: none"> • Capacity to lead in organizational situations. • Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines. • Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments. <p>Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program. [MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]</p>	
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<p>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.</p> <p>The level of knowledge represented by the students of a specialized master’s level program is the:</p> <ul style="list-style-type: none"> • Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization. • Ability to adapt and innovate to solve problems. • Capacity to critically analyze and question knowledge claims in the specialized discipline. • <u>Capacity to understand business issues from a global perspective.</u> <p>Master’s level students in specialized degree programs</p>	<p>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.</p> <p>The level of knowledge represented by the students of a specialized master’s level program is the:</p> <ul style="list-style-type: none"> • Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization. • Ability to adapt and innovate to solve problems. • Capacity to critically analyze and question knowledge claims in the specialized discipline. <p>Master’s level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to</p>	<p>The additional language for specialized master’s programs further reinforces the importance of global issues and perspectives being an integral part of the learning experience across the programs. Interpretive materials are also revised to capture the expectation for expanded global coverage.</p>
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<p>demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals in each specialized master's degree program. [SPECIALIZED MASTER'S DEGREE LEARNING GOALS]</p>	<p>apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals in each specialized master's degree program. [SPECIALIZED MASTER'S DEGREE LEARNING GOALS]</p>	
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