This handbook is one in a series of three handbooks covering all aspects of the AACSB accreditation process. It should be read in conjunction with the other two handbooks covering “The Business Accreditation Process” and “The Continuous Improvement Review Process.”

This handbook focuses on the Initial Accreditation phase of the accounting accreditation process. It provides a clear understanding of the philosophy, procedures, and guidelines for the initial accounting accreditation process, which includes: the submission of the eligibility application, the determination of the scope of accreditation, the self-evaluation and alignment with standards, and an initial accreditation visit. Where possible, the school / accounting academic unit should follow these directions. However, mentors and peer reviewers should remain somewhat flexible in conducting reviews to achieve the conceptual aims that (1) bring value to the school / unit, (2) maintain the integrity of AACSB International accreditation, and (3) provides the type and level of learning experiences that mark an effective accreditation process. Where the units, mentors, or peer reviewers find they must improvise to accomplish the purposes of the review, documentation of any deviations must be provided.

The online volunteer training, accessible via the AACSB website, provides additional information and guidance for all areas of the accreditation process. The training is accessible at: https://www.aacsb.edu/accreditation/volunteers/training.

Another useful source of information is the accreditation staff liaison. Accredited institutions and those seeking accreditation have an assigned accreditation staff liaison to assist with the business and accounting review process. This individual serves as the designated AACSB staff member for all accreditation related questions and is the liaison between the institution leadership and the volunteer network (mentors, peer review team members, accreditation committee, etc.). The staff liaison is available to assist with any questions regarding the initial accounting accreditation process. The institution’s staff liaison can be found by logging onto myAccreditation (https://www.aacsb.edu/accreditation/resources/myaccreditation).

Throughout the rest of this document the academic accounting unit is referred to as the accounting accreditation unit or unit. The term accounting accreditation unit or unit is used to describe the entity that offers programs and is not meant to imply any particular organizational structure.
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I. THE INITIAL ACCOUNTING ACCREDITATION PROCESS OVERVIEW

Purpose of the Initial Accreditation Process
The purpose of the Initial Accreditation Process is to establish stable, constructive, ongoing, and helpful partnerships between AACSB International and units working toward AACSB accreditation. To assure the quality of this assistance program, policies and procedures have been developed that outline the expectations and commitments for each partner.

Benefits of the Initial Accreditation Process for the Unit
Schools and accounting academic units participating in the process are strongly committed to the goal of quality enhancement and continuous improvement. They possess the desire to secure accreditation. Schools and units benefit from the Initial Accreditation Process by receiving ongoing assistance that fosters continuous improvement and minimizes non-productive or misdirected efforts. Units receive experienced counsel from a trained mentor during the period and feedback through interactions with the Accounting Accreditation Committee (AAC). The process culminates with an on-site visit in which the unit is evaluated on its alignment with the accreditation standards and receives consultative advice from experienced Peer Reviewers.

Importance of Commitment
Overall responsibility for meeting the standards for accounting accreditation lies with the accounting accreditation unit. Strong commitment by the central administration and the dean or equivalent and accounting academic unit head is a necessary but not a sufficient condition for success; stakeholder involvement is essential. Accountability for execution of the Self-Evaluation Report (SER) lies with the school and unit and is a critical element for success.

II. THE ELIGIBILITY PROCESS

Accounting Eligibility Application Process
AACSB International membership is a pre-requisite for entering the accreditation process.

AACSB International members are eligible for the following types of accreditation:

- Business Accreditation
- Business Accreditation concurrent with Accounting Accreditation
- Accounting Accreditation for schools already holding Business Accreditation

What is Required
The unit submits the Accounting Eligibility Application, written in English, via myAccreditation. A unit may request access to the Accounting Eligibility Application by completing the “Accreditation Inquiry Form” at https://www.aacsb.edu/accreditation/inquiry.

Once notified that the accounting eligibility application has been opened to the unit, the unit’s designated representative(s) may complete the application. Only the school’s Official Representative or accounting academic unit head may submit the online application.

A non-refundable accounting eligibility application fee is required before the Eligibility Application can be reviewed by the Accounting Accreditation Committee. (AACSB accreditation fees are subject to change as approved by the Board of Directors. See AACSB Accreditation Fees for the most current fee schedule).
When to Submit

Accounting eligibility applications can be submitted at any time during the year. Following a preliminary review by staff, and if found complete and appropriate, the application is forwarded to the first regularly scheduled Accounting Accreditation Committee meeting for consideration by the full committee. Units are encouraged to provide a draft of their Accounting Eligibility Application to AACSB staff for review prior to the official submission.

How to Submit

The unit must submit the Accounting Eligibility Application and all supporting materials via myAccreditation. For AACSB member schools interested in initiation of the accounting eligibility application, the Official Representative of the school must submit an Accreditation Inquiry Form. AACSB Staff will contact you once your application is available within myAccreditation.

III. ASSIGNMENT OF THE MENTOR

Assignment of the Mentor

Upon acceptance of the Accounting Eligibility Application, the AAC appoints a mentor. The mentor is generally a dean/equivalent, associate dean or accounting chair from a similar school and/or familiar with the type of school and/or education system in the country. These individuals may continue to be assigned as mentors for five years after leaving their position (i.e. retirement, change in role, etc.). It is a requirement that the proposed mentor is familiar with AACSB standards and processes. The proposed mentor needs to be approved and accepted by the unit. AACSB will continue to work with the unit until a suitable mentor has been confirmed.

The Mentor's Term

The mentor assists the unit for up to two years to develop an initial Self-Evaluation (iSER) report. Should the iSER not be completed two years after acceptance of the Accounting Eligibility Application the unit can submit a request for an extension of time to the AAC. This request needs to have the support of the mentor and will only be granted when the delay is caused by exceptional circumstances. Once the iSER is accepted by the AAC, the mentor continues to work with the unit for up to three years as the unit works towards full alignment with the standards.

Role of the Mentor

The mentor serves as a key resource in advising the unit on its self-assessment and alignment with the standards. The mentor may ask questions that will stimulate a unit to define its processes, activities and outcomes, as well as present various options to help develop a better understanding of the standards and what they mean for an individual school / unit. The mentor is a volunteer who receives no compensation from the unit or from AACSB International.

Mentor Responsibilities to the School / Accounting Academic Unit

- Provides clarification of the philosophy and intent of the standards and their interpretations
- Is fully informed about AACSB International accreditation standards, and the accreditation process
- Commits time and availability for on-site visits and regular communication
• Provides feedback relating to the self-assessment, the development of the iSER and progress towards alignment with the standards
• Is encouraging, but also honest and realistic
• Advises the school and unit about possible culture change and the length of time required to accomplish the improvements envisioned by the school / unit
• Assists the school / unit to develop an understanding of the intent of the standards within the context of its mission
• Asks questions that stimulate the school / unit to define its processes, activities, and outcomes

Mentor Responsibilities toAACSB / Accounting Accreditation Committee
• Consults with the AAC/AACSB International when issues or processes need clarification
• Identifies opportunities for continuous improvement in the overall Initial accounting accreditation process
• Provides the AAC liaison with periodic reports on the progress of the development of the iSER
• Identifies and resolves all eligibility issues surrounding the scope of accreditation, diversity, and expectations for ethical behavior
• Provides an iSER critique that discusses feasibility of actions to be implemented to align with the standards and the commitment of resources necessary to achieve the goals. If challenges arise that delays the unit’s progress in the initial accounting accreditation process the mentor informs the committee (or AACSB Accreditation staff liaison) in a timely manner
• Provides a recommendation on accepting the iSER in the form of mentor comments, which are submitted in myAccreditation.

School / Accounting Academic Unit Responsibilities to the Mentor and AACSB/Accounting Accreditation Committee
• Is sincere about the institutional commitment of resources, time, money, energy, and change required for Initial accounting accreditation
• Reviews the accreditation standards and identifies areas of strengths and weaknesses prior to the mentor's campus visit
• Identifies items in the standards that need clarification
• Provides accurate data and information about the school / unit, its aspirations, commitment, systems, and processes; exhibits complete honesty and openness; provides information on options that could be applied in meeting the standards
• Regards the mentor as a source of advice; take responsibility for conducting the self-assessment and preparing the iSER
• Works with the Mentor to prepare a campus visit agenda
• Takes consultation seriously and be considerate of the mentor's time
• Provides feedback on the quality of the mentoring and mentoring process
• Makes timely payment of appropriate expenses (including airfare, hotel accommodations, meals, transportation, etc.) for the mentor's campus visit
• Provides the mentor with periodic reports on progress toward developing the iSER
• Submits the iSER to the AAC within two years after approval of the accounting eligibility application

**IV. THE MENTOR VISIT**

After the mentor has been confirmed, it is the unit’s responsibility to contact the mentor to schedule the first on-site visit. Materials that can be shared with the mentor at that time are: course catalog(s), web site addresses, curricula, budget, faculty vitae, and other descriptive materials are helpful. The unit should also provide materials that are related to the concerns and recommendations specified in the correspondence of the Accounting Accreditation Committee.

Although the visit should be scheduled early on in the accreditation process, it is advisable to schedule the visit after the unit has conducted a preliminary self-assessment. Generally, the visit occurs in the third month after the Eligibility Application was accepted.

**Purpose of the Mentor Visit**

Once appointed, the mentor will conduct an initial on-site visit to:

• Gain familiarity with the school and accounting academic unit
• Identify and resolve eligibility issues (i.e., scope of accreditation, corporate social responsibility, expectations for ethical behavior)
• Provide clarification regarding the philosophy and intent of the standards
• Ensure consistent application of standards among faculty, staff and administration
• Analyze the school’s and unit’s achievement relative to the standards
• Identify issues that may help or hinder potential accreditation
• Confirm the existence of functioning processes and controls that ensure continuous improvement and accomplishment of the mission
• Assist the unit in responding to issues identified during the review of the application
• Review measurable outcomes of achievement and functioning of processes designed to produce stated outcomes
• Begin formulating recommendations for quality enhancement and continuous improvement
• Provide insight to the AAC concerning the unit’s perceived timetable for development of the iSER

**Preparation for the Mentor Visit**

The accounting academic unit should:

• Initiate contact with the mentor
• Plan an agenda for the mentor to review
• Provide the mentor, prior to the visit, information about the campus/school/unit

  Suggested information:
  - Electronic links to program information
  - Brochures
  - Planning documents
  - Budget documents
  - Web site addresses
  - Institutional and departmental organizational charts
  - Reports (including annual reports)
  - Program exclusion data (if appropriate)
  - Drafts of materials for iSER, if available
  - Faculty vitae
  - Internal Processes

**During the Visit**

The accounting academic unit should:

• Provide an opportunity for the mentor to become familiar with the school's facilities
• Provide opportunities for the mentor to talk with stakeholder groups (faculty, students, central administration, employers, alumni) about mission and objectives, processes, and resources
• Allow for open discussion of strengths and areas for improvement, role of faculty, and preparation for the iSER

**Following the Visit**

The accounting academic unit should:

• Prepare a draft of the iSER
• Forward appropriate additional information to the mentor
• Process Mentor's visit expenses in a timely manner

**Mentor Reporting Requirements**

Once appointed by the AAC, the mentor conducts an initial on-site advising visit. During the on-site review, the mentor identifies, clarifies, and resolves eligibility issues, challenges, and opportunities concerning continuous improvement and the likelihood of achievement of initial accounting accreditation within the maximum time allowed (normally 7 years). The mentor’s review of Eligibility Criteria, feedback and recommendations are included in a mentor summary report that is provided to the AAC. Within 10 days of each visit, the mentor submits, via myAccreditation, the report and indicates a timetable for completion of the iSER. The summary report consists of four distinct sections: observations from visit, including mentor visit schedule, eligibility criterion summary, a standard-by-standard summary, and additional comments and conclusion.
V. MISSION CONSENSUS AND STRATEGIC PLANNING

Relationship to the iSER

Developing an iSER begins with the preparation of a clear statement of the school and accounting academic unit’s mission, vision, and objectives. The mission should:

- Include a commitment to high quality and continuous improvement.
- Identify the level of programs (e.g., undergraduate, master’s, and/or doctoral).
- Include the objectives of each degree program offered and should describe the characteristics of the constituents for whom the programs are designed.
- Indicate clearly the school and unit’s commitment to and relative emphasis on engagement, innovation, and impact.
- Be consistent with the overall mission of the institution of which it is a part.

A strategic planning process for review and revision of mission and goals should be in place. This process should include inputs from relevant stakeholders and adequate resources should be budgeted for its attainment.

How should the accounting academic unit go about preparing the initial statement of mission, vision, and objectives?

Most accounting academic units will have existing documents (catalog copy, internal documents, etc.) that already identify aspects of its mission. Statements need to be reviewed to assure they are presented in a fashion that facilitates self-evaluation and peer review.

Determining the mission and strategic management objectives should be a dynamic process that periodically, if not constantly, is subject to review and leads to consensus among stakeholders.

VI. SELF-ASSESSMENT

The Accounting Self-Assessment Process

The preliminary self-assessment process is the most critical step in assessing the accounting academic unit’s readiness to pursue AACSB International accreditation. It is a gap analysis of the strengths and weaknesses of the accounting academic unit relative to each of the accreditation standards and relative to the unit’s unique mission and strategic management objectives. As a result, this systematic gap analysis of the unit’s mission, strategic management objectives, faculty, students, curriculum, instructional resources, operations, intellectual contributions, and processes provides the basis upon which a realistic and comprehensive iSER can be written.

Conducting the Self-Assessment and Involving Appropriate Stakeholders

The self-assessment process involves all stakeholders of the accounting academic unit including faculty, administration, students, alumni, and business constituencies. There is no prescribed single approach to conducting the self-assessment. A unit must develop a plan that meets its specific needs and guides it through a rigorous self-assessment process.

The plan for conducting the self-assessment should be developed within the first three months of the Initial Accreditation Process. It is not expected that the gap analysis will be completed within
this three-month time frame. However, the plan of study should be established noting key questions to be answered, key participants, responsible parties, time frames, and appropriate study methods. Data collection should be conducted to support the objectives of the self-assessment and to assist in answering the self-assessment questions.

Sources of Information to Guide the Self-Assessment

Once the self-assessment plan has been developed, all data should be collected, organized, and analyzed. Possible sources of information that can be used to evaluate the school's programs and processes include:

- Regional/National/International accreditation reports
- Internal reports (e.g., program evaluations, outcomes reports, assessment results, exit surveys)
- External reports
- Surveys
- Interviews
- Focus group results
- Other school or university reports

Characteristics of an Effective Self-Assessment and Gap Analysis

Systematic

The accounting self-assessment should be systematic and well planned to ensure that it is thorough and comprehensive. The accounting academic unit should avoid the temptation to use whatever data is already available and force answers to a set of pre-determined questions. Clearly identify the areas to be addressed, the questions to be answered, and the best ways to secure the most valid and reliable information.

Objective

Avoid overstating the results of the gap analysis or focusing only on the weaknesses or limitations that are identified. The weaknesses need to be remedied and the strengths need to be maintained or enhanced.

Multiple sources of input

The standards should provide guidance but should not be used as a laundry list against which to answer "Yes, we do" or "No, we don't". Use multiple sources of input. Consider which groups are in the best position to provide input on key issues.

Multiple data collection devices

Use multiple data collection devices. Using only reports or the results of one survey will not provide the scope and depth of input that is needed. Use data collection methods best suited to the questions needing answers. For example, the quality of student services, teaching, and interaction with the business community should all be addressed in different ways by different groups.
Multiple reviewers to provide objectivity

Use multiple reviewers to provide a "reality check". Once the self-assessment data is consolidated, the results should be reviewed by various groups to ensure accurate interpretation. These groups might include: the faculty, a planning committee, a student advisory committee, or members of a business advisory council.

Realistic representation of strengths, weaknesses, opportunities, and threats

- Conduct a realistic assessment of strengths, areas for improvement, opportunities, and threats.
- Continue to realistically assess these within the context of the AACSB International standards (i.e. what gaps need to be closed to meet AACSB standards expectations as well as what AACSB standards expectations are currently met and how.)
- Determine the changes, additions, or modifications that may need to be made in programs and processes.

Communicating the Outcomes of the Self-Assessment Process

During the self-assessment, communication should be ongoing with all stakeholders and participants. These include the faculty, staff, students, alumni, and business constituencies. All parties need to understand the Initial Accreditation Process and the responsibilities of the accounting academic unit.

The results of the gap analysis should be shared with the mentor and should become the basis for the iSER.

VII. INITIAL SELF-EVALUATION REPORT (iSER)

Philosophy and Expectations

The best iSER is accompanied by a strategic management plan that is also attentive to satisfaction of accreditation standards. The process of creating the iSER should naturally flow from, and be part of, the ongoing strategic management process.

A long-standing problem with many iSERs is that they focus solely on closing gaps between current conditions and the conditions necessary to satisfy accreditation standards. An internally generated iSER that is built on the unit’s particular circumstances is most likely to yield sustained continuous improvement. One goal of the accounting accreditation process is establishing a differentiated mission which drives the accounting accreditation unit’s strategic planning process. The iSER should include plans for implementing the accounting academic unit’s mission and also plans for closing existing gaps with respect to the accreditation standards.

Objectives and Content

The iSER is an action plan showing how the accounting academic unit will address its areas for improvement during the period of initial accreditation and how the unit will maintain continuous improvements in its program. The iSER outlines what gaps need to be closed to meet expectations of AACSB standards and how current activities meet the expectations of the
standards, which ones, and how. The accounting academic unit will continually update the iSER during the Initial Accreditation process until alignment can be demonstrated. The iSER is an evolving document and ultimately transfers into the final SER used as the basis for the on-site peer review team visit.

The iSER should:

- Lead to a performance level that satisfies AACSB International accreditation standards.
- Demonstrate that the resources necessary to satisfy the standards will be available.
- Show how these resources will be managed to reach that performance level.

The iSER should reflect two levels of analysis. The first level should identify areas of strength and areas for improvement in each standard.

The second level should formulate an action plan for addressing weaknesses during the period of initial accreditation and for maintaining continuous improvement of strengths. The action plan must identify specific improvement activities and establish a timetable for the completion of each of these activities. The iSER should also address the resources, the individual(s) responsible for each activity, and an anticipated completion date.

The iSER, submitted via myAccreditation, contains three separate and distinct sections:

1. **Background information on the institution and the school:**
   - Location of the Institution, including all non-main campus programs offered by the school
   - Institution's mission statement and mission of the accounting academic unit
   - Structure of the accounting academic unit
   - Special activities of the accounting academic unit
   - Confirmation of scope
   - Number of students
   - Mission development and refinement

2. **A standard by standard gap analysis of the strengths and areas for improvement of the accounting academic unit:**

   The iSER will include a gap analysis of the strengths and weaknesses of the accounting academic unit in relationship to each of the standards. This section contains a self-assessment response to each standard. This self-assessment is translated into detailed actions necessary to satisfy the standard and to ensure continuous improvement. The person(s) and/or group(s) who will be responsible for implementing the actions, the measures for assessing the implementation, the processes involved, the timetable for the completion, and the required resources are presented in a summary table. The gap analysis will also identify which expectations of AACSB standards are currently satisfied and which expectations of the standards remain to be met.

3. **Executive Summary:**

   An uploaded three to five-page Executive Summary, which should include:
1. A one paragraph to one page statement and written description of your mission and objectives;

2. Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;

3. Describe the most significant strategies and outcomes related to Engagement, Innovation, and Impact. Examples should include the outcomes linked to the mission and strategic plan. (For additional information, please refer to Appendix I in the eligibility criteria and accreditation standards for accounting accreditation at https://www.aacsb.edu/accreditation/standards/accounting.

4. A written summary of self-assessed strengths and weaknesses as they relate to AACSB International’s standards and the achievement of specific objectives;

5. How your strategic plan relates to your mission development activities; and,

6. A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

Applicant Profile Sheet

In addition to the iSER, the school needs to prepare and submit an applicant profile sheet. The AAC uses the applicant profile sheet as a brief overview and reference document in their review. The template for the Applicant Profile Sheet is located on our [website](https://www.aacsb.edu/accreditation/standards/accounting).

Relationship to the Strategic Management Plan

The iSER naturally represents a facet of the accounting academic unit’s overall strategic management planning processes. As such, the unit’s Strategic Management Plan should either be presented as an appendix to the iSER, or the iSER should be depicted as a part of the Strategic Management Plan.

Submission of the iSER Report

iSERs are considered by the AAC several times during the year. Your school’s iSER deadline will be displayed on your school’s myAccreditation dashboard. Your iSER and all documents will be submitted electronically via myAccreditation. Your iSER should be shared with, a function within myAccreditation, your mentor prior to submission to the AAC. The mentor will then submit a recommendation to the AAC. Involvement of the mentor as drafts of the iSER are developed facilitates this evaluation and, more importantly, provides the unit with an ongoing benefit from review and comment. Once completed, the iSER and mentor recommendation will be presented to the AAC for review.

*Please note that the myAccreditation platform referenced in the handbook is currently on hold. During the interim, there is a 50-page limit for the iSER excluding tables and appendices. Email all initial accreditation documentation to iac@aacsb.edu.*

Documents that must be submitted as appendices with the iSER:

- Executive Summary
- Applicant Profile Sheet
- Unit’s current Strategic Plan
- Tables A2-1 and A6
VIII. REVIEW OF THE INITIAL SELF-EVALUATION REPORT

Role of the Mentor

The mentor thoroughly reviews the accounting academic unit’s iSER and submits a recommendation, via myAccreditation, to the AAC. The mentor's recommendation should address:

- commitment to achieving AACSB International accreditation; evidence of stakeholder (e.g., students, faculty, staff, community, university administrators) commitment to the Initial Accreditation Process and AACSB International accreditation
- the accounting academic unit’s understanding of both the initial accreditation process and AACSB International standards for accreditation
- mission consensus demonstrated through stakeholder involvement (e.g., students, faculty, staff, community, university administrators)
- whether the mission is realistic, visionary, and detailed enough to serve as a guide for selection of alternatives and opportunities
- the likelihood that the unit will meet AACSB International standards and attain accreditation; the mentor may recommend that the unit should withdraw since it has no reasonable chance to achieve accreditation
- internal and external assessment processes for achieving quality and continuous improvement
- evidence that the accounting academic unit’s iSER accurately projects the current situation and future direction and activities to be taken by the unit, that the action steps listed and the corresponding completion dates and assigned responsibilities for each step appear to be realistic, and that the plans enable the unit to align with accreditation standards
- any unique strengths or weaknesses that need to be observed and tracked during the Initial Accreditation Process and addressed in the progress reports.

The mentor’s review of the iSER must be a recommendation, also include the mentor’s comments, which are submitted in myAccreditation.

Criteria for Evaluating the iSER

1) To what extent will achievement of the actions outlined in the iSER result in attaining a level of quality appropriate for accreditation?

2) Does it include these important elements?
   - Clearly identified objectives and outcomes
   - A schedule for progress checkpoints and completion
   - Measurements of progress
   - Accountable individuals or functions

3) Is it?
   - Specific: does it focus on the issues, outcomes, and processes identified in the self-assessment?
• Quantifiable: can progress and achievement be tracked and measured?
• Realistic: are overall and specific outcomes and objectives consistent with the mission and level of resources? Is the targeted year for the initial accreditation visit realistic? The unit should be aware that programs in accounting shall satisfy the standards during the final self-evaluation year.
• Comprehensive: does it cover all standards? Is the emphasis on overall quality and continuous improvement?

4) Does it explain which AACSB standards expectations are currently met and how?

Accounting Accreditation Committee Recommendations
Each iSER will be presented and reviewed by the AAC. The AAC will take one of the following actions:

- Accept the iSER and invite the accounting academic unit to apply for the initial accreditation visit
- Accept the iSER, with comments outlining concerns of the committee to be addressed by the accounting academic unit in its annual progress report
- Request that the iSER be revised and resubmitted to address specific issues and concerns identified by the committee
- Reject the iSER

IX. ACCEPTANCE OF THE iSER

When the iSER has been approved by the AAC, the school moves to the iSER implementation stage. The accounting academic unit is allowed up to five years to align with the standards, with the final two years of alignment corresponding to the development of the final Self-Evaluation report and the visit year. During this period, the unit must submit progress reports (at least one per year) to the AAC. The AAC reviews the updates and provides its comments in the form of a decision letter to the school and accounting academic unit with a copy to the mentor.

Initial Self-Evaluation Report Implementation
Central to the iSER implementation phase is the ongoing assistance available to the unit. This ongoing assistance includes:

- Networking (feedback sessions at the Annual Meeting)
- Review of the unit’s progress reports
- Education (AACSB International seminars)
- Consultation involving a continuing relationship with the mentor for up to three years during implementation of the iSER
- AACSB staff liaison to provide assistance with questions

With ongoing assistance, the accounting academic unit implements the goals and actions outlined in its iSER and communicates with the AAC on progress through the submission of progress reports. The unit is free to adjust its iSER as appropriate during this period; such adjustments must be described in the next update.
Role of the Mentor

Once the iSER is accepted, the formal relationship between the mentor and the accounting academic unit continues for up to three additional years. The mentor will submit annually, or more frequently if necessary, feedback to the AAC on the progress the unit is making towards alignment with the standards.

How Do We Know We Are on Track?

The progress report is the only formal contact with AACSB International, aside from the mentor, accreditation staff liaison and eventually the chair, while preparing for accounting accreditation. Accounting academic units are encouraged to seek advice and evaluation of their progress from the mentor and the accreditation staff liaison.

X. PROGRESS REPORTS

Each year or sooner, the accounting academic unit will make a report to the AAC on the progress it is making towards meeting the objectives documented in the iSER. This update will take place via myAccreditation. Action items that have fallen behind their scheduled completion dates should be discussed in the text of the progress report.

The AAC will review the progress report to determine if acceptable progress is apparent.

The progress report will include:

1. Include completed Tables A2-1 and A6
2. Respond to concerns, issues, and/or recommendations requested by the AAC in its most recent decision letter, if any.
3. Explain how the accounting academic unit has met the objectives established for the past year of the plan. If the objectives have not been met, provide details. When outcomes or milestones are reported, units should support that these outcomes are the result of a continuous improvement process with appropriate stakeholder input. The AAC’s review of progress reports will focus on process development, implementation, and outcomes.
4. Report any changes in the environment (internal or external) that affect the initial Self Evaluation Report (e.g., a new mission, new president, new dean/equivalent, changes in enrollment, or deviations from the projected number of faculty as described in the iSER).
5. Explain how existing strengths have been maintained or improved.
6. Report any new areas of necessary improvement that have emerged.
7. Report any other adjustments to the iSER (e.g., changes in the time frame leading to the self-evaluation for accreditation).
8. Explain how the accounting academic unit will have the necessary continuing support and resources from the administration to meet the objectives outlined in the iSER.
9. Indicate approvals of the institution’s chief executive officer (president), chief academic officer (vice president or provost), and accounting academic unit head indicating their certification and continuing commitment.
10. Along with the update report, the IAC requests that you prepare and submit a three to five-page Executive Summary. The Executive Summary should include:
- A one paragraph to one page statement and written description of your mission and objectives;
- Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;
- A written summary of self-assessed strengths and weaknesses as they relate to AACSB International’s standards and the achievement of specific objectives;
- How your strategic plan relates to your mission development activities; and,
- A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

11. In addition to the Progress Report, the IAC request that you prepare and submit an Applicant Profile Sheet. The AAC use the Applicant Profile Sheet as a brief overview and reference document in their review. The template for the Application Profile Sheet is available on our website: Accounting.

Committee review of Progress Reports
The accounting academic unit’s progress report is submitted to the AAC via myAccreditation. Prior to the AAC meeting, the liaison and reader, along with mentor input, develop perceptions and compare notes. If there are differences or if clarification is needed, the liaison will contact the mentor for more information. At the AAC meeting, both the liaison and reader will present their impressions. A discussion will focus on what the accounting academic unit has accomplished, as well as areas of concern. The key focus is on whether the unit is making acceptable progress toward the accomplishment of alignment with the standards and preparation for accreditation. If a unit is not making acceptable progress, the AAC will recommend that it withdraw from the process. This review process is depicted below.

The AAC decision will be one of four options:
1. Acceptance of the progress report without issues or concerns.
2. Acceptance of the progress report with issues to be addressed in the next update.
3. Non-acceptance of the progress report due to inadequacy of information provided or a determination that evidence of acceptable progress toward accreditation is not apparent. In such cases, the AAC will outline its concerns and will request a supplemental update.
4. Rejection of the progress report with a decision to remove the accounting academic unit from the process. This option would follow a prior warning that acceptable progress had not been made with the specific concerns to be addressed.

Validation of Progress
Progress reports provide feedback to the AAC on the accounting academic unit’s progress. Units should be clear and forthright so that the AAC can advise and assist. Representations of compliance by the unit with the accreditation standards can be verified by the mentor with subsequent on-site visits during the standards alignment phase. The mentor submits, via myAccreditation, his/her report/feedback to the AAC to be reviewed simultaneously with the unit’s update. This practice ensures a continuous dialogue and facilitates the flow of accurate information between the accounting accreditation unit and AAC.

The accreditation decision will be based upon a direct assessment of continuous improvement and overall high quality. Therefore, the unit must be in a position to justify its representations at the time
of its peer review team visit. Only by gaining confidence that the standards are being met, obtaining continuous mentor input on questions and concerns, and being as realistic as possible when preparing its update will the unit be best prepared for the initial accounting accreditation peer review visit.

XI. TRANSITION TO THE INITIAL ACCREDITATION STAGE

When the action items described in the iSER are implemented and adequate progress has been demonstrated, the AAC will direct the accounting accreditation unit to complete the application for an initial accounting accreditation visit. The letter of application, submitted via myAccreditation, will include the following:

- Verification of Institution Information
- Confirmation of scope of programs offered by the accounting academic unit
- The list of Comparison Groups, including Comparable Peer Group, Competitive Group, and Aspirant Group
- The timeframe requested for the on-site review to take place. The unit must be in academic session during an accreditation visit.
- Nominations for peer review team chair/advisor.
- The application for initial accreditation information will need to be confirmed by the chief executive officer/president/chancellor, the chief academic officer, the head of the business school (dean/equivalent), and the head of the accounting academic unit.

Upon receipt of the application for initial accreditation, the accounting academic unit will be invoiced for the initial accreditation fee.

Handoff to the Peer Review Team

Upon receipt of the letter of application for the initial accounting accreditation visit and full payment of the initial accreditation fee, the AAC will appoint a peer review team chair. The team chair is generally a dean/equivalent, associate dean or accounting chair from an accredited school with extensive experience serving on peer review teams, who is from a similar school and/or familiar with the type of school and/or education system in the country. The chair replaces the mentor to assist the accounting academic unit with the development of the final SER and the schedule for the initial accreditation visit. The transition from mentor to the chair should be facilitated by:

- The passing of relevant documents (iSER, strategic management plan, progress reports, accounting academic unit and AAC correspondence, and other relevant materials) via myAccreditation.
- A conversation between the mentor and chair to discuss issues and concerns.
- If possible, an introductory conversation between the mentor, chair, and host school dean/equivalent, and accounting academic unit head (may be at an AACSB function).
Following assignment of the chair, two additional team members will be selected based upon eligibility, experience, mission fit and availability. These individuals are also generally deans / equivalent or accounting academic unit head of accredited schools. Peer review team members may continue to be assigned to peer review teams for three years after leaving their position (i.e. retirement, change in role, etc.). Potential conflicts of interest are also considered. Suggestions for team members will be considered but are not guaranteed.

The accounting peer review team will also have an accounting practitioner on the team, which will be determined by AACSB International. The practitioner has a limited role and will only review the accounting curriculum for currency, relevance, and overall progressiveness of the curriculum, as well as the use of technology across the accounting curriculum.

The AAC chair will select the team member(s) who may or may not appear on the list of comparable schools submitted by the accounting academic unit.

**Initial Accreditation Visit Overview**

The accounting academic unit should begin to work with the chair to finalize its final SER. The unit must submit the final SER to the PRT and the AAC for review at least 4-6 months prior to the on-site review visit. After the peer review team reviews the final SER, the team drafts a pre-visit letter outlining the issues and concerns identified by the Team. The draft letter includes a “visit” or “no-visit” recommendation. The draft is forwarded to the AAC for review. In the interest of time this review can be facilitated off-line involving the reader, liaison and chair and vice chair of the committee. If the AAC approves of the letter and agrees with the team’s recommendation concerning the continuation of the visit, the chair finalizes the letter and forwards it to the accounting academic unit along with confirmation of the on-site visit dates. The unit must be in academic session during an accreditation visit.

While the SER and other written materials provide the foundation for the visit, the PRT achieves greater understanding of the unit through the on-site review. The pre-visit letter will point out specific issues to be addressed either before or during the visit. In addition, the pre-visit letter will also indicate areas of focus and requests for data and documents to be made available for the team during the visit.

Within 10 days following the on-site visit, the peer review team submits to the accounting academic unit and the AAC a team visit report with the team’s accreditation recommendation, via myAccreditation. The accounting academic unit has the option of submitting a response to the PRT report. The AAC reviews the following:

- Team visit report.
- The team’s accreditation recommendation.
- The accounting academic unit’s response, if one is submitted.

The AAC can either concur with the team’s accreditation recommendation or remand the recommendation to the PRT for reconsideration.

When concurrence is reached, the PRT and AAC recommendation for accounting accreditation is forwarded for ratification to the AACSB Board of Directors. If the Board concurs, the school is awarded accounting accreditation and joins the AACSB Accreditation Council, with a continuous improvement review to occur in year five.
### XII. INITIAL ACCREDITATION REVIEW PROCESS SCHEDULE

The timeline shown below is a representation of Initial Accreditation Peer Review Visit and corresponding Accounting Accreditation Committee (AAC) activity under normal circumstances. Changes to the normal visit timeline may be made on a case-by-case basis at the AAC’s discretion. All questions regarding your institution’s timeline should be directed to your school’s staff liaison.

<table>
<thead>
<tr>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Deadline:</strong> Letter of application, team nominations, and potential visit dates submitted via myAccreditation</td>
<td>Upon receipt of AAC decision letter directing school to proceed to self-evaluation and being invited to apply</td>
</tr>
<tr>
<td><strong>AACSB Staff:</strong> Invite team after review and approval of senior AACSB staff and AAC chair</td>
<td>Within 45 days of application being submitted via myAccreditation</td>
</tr>
<tr>
<td><strong>AACSB Staff:</strong> Send team and date confirmation to all once finalized</td>
<td>Upon confirmation of team members</td>
</tr>
<tr>
<td><strong>Unit:</strong> Invite team chair to visit host campus (optional)</td>
<td>Chair visit (if necessary and time allows) generally takes place before submission of SER</td>
</tr>
<tr>
<td><strong>Unit:</strong> Confer with review team (optional)</td>
<td>Annual Meeting or other convenient arrangement (Year of self-evaluation)</td>
</tr>
<tr>
<td><strong>Unit Deadline:</strong> Submit final SER, executive summary and faculty profile to team and AACSB via myAccreditation</td>
<td>4-6 months prior to Visit</td>
</tr>
<tr>
<td><strong>Team Chair Deadline:</strong> Submit draft pre-visit letter to AACSB for review by full or subcommittee of AAC recommending visit or no-visit and listing concerns (standard by standard analysis)</td>
<td>Normally 2 months prior to the visit date</td>
</tr>
<tr>
<td><strong>Team Chair Deadline:</strong> Provide school with pre-visit letter</td>
<td>Normally 45 days prior to scheduled team visit date</td>
</tr>
<tr>
<td><strong>Team Chair:</strong> Confer with host regarding visit schedule</td>
<td>45 days prior to scheduled team visit date</td>
</tr>
<tr>
<td><strong>Unit Deadline:</strong> Submit response to pre-visit analysis (to team and to AACSB via myAccreditation)</td>
<td>As per date listed in pre-visit analysis</td>
</tr>
<tr>
<td><strong>Team Chair:</strong> Submit Team Visit Report to School and AAC via myAccreditation</td>
<td>Within 10 days after the visit</td>
</tr>
<tr>
<td><strong>Unit Deadline:</strong> Send optional response to Team Visit Report</td>
<td>Within 10 days of receiving team’s report</td>
</tr>
<tr>
<td><strong>Accounting Accreditation Committee:</strong> Review team’s recommendation and send to Board</td>
<td>As per scheduled committee meeting date</td>
</tr>
<tr>
<td><strong>Board:</strong> Ratifies and sends letter to school</td>
<td>Ratification performed via electronic ballot to the AACSB Board of Directors</td>
</tr>
<tr>
<td><strong>Official Recognition</strong></td>
<td>Annual Meeting (Normally, in April following the Visit)</td>
</tr>
</tbody>
</table>
XIII. SCHOOL COMPARISON GROUPS

Processes to support the accreditation review include the selection of comparison groups to form a relevant context for judgments, inform strategic planning activities, and assist in the selection of peer review team members. Reviewers from comparable institutions are better prepared to make evaluative judgments about the accounting academic unit, to understand the unit and its aspirations, and to offer suggestions for the unit’s improvement.

What is required?

The accounting academic unit submits three comparison groups selected from members of the Accreditation Council and submits this information with the letter of application for the initial accreditation visit. Comparison groups may be selected on the basis of institutional or program comparisons. It is important to note that the same school may be used in all three groups -- peer, competitor, and aspirant -- based upon the characteristics of the school and/or its program.

- **Comparable Peers:** A list of schools considered similar in mission and assumed appropriate for performance comparison. A minimum of six comparable schools must be provided. The schools should be chosen carefully to match key characteristics of the unit. In addition to mission, some features that might be salient when choosing comparison schools include student populations served, size, degree levels, and primary funding source.

- **Competitive Group:** A list of schools so directly competitive that conflict of interest considerations exclude their personnel from the review process. The competitive school list may be of any number. Only those schools should be included where the direct competition for students, faculty, or resources is so compelling that the appearance of a conflict of interest is present.

- **Aspirant Group:** A list of schools that provides a developmental goal for the school represents business education programs or features that the school hopes to emulate, and place the vision and strategy of the school in context. The list of aspirant schools may be of any number, though a minimum of three schools.

Comparison groups do not imply categories or rankings of schools or members accredited by AACSB International. These lists are for the benefit of the school and the peer review team in the accreditation review.

Although comparison groups include only AACSB International accredited schools of business, schools are encouraged to look beyond academe for examples of best practices and potential peer review team members. Processes for selecting peer review team members strive to add value and support involvement from corporations and other appropriate persons.

AACSB has developed an on-line system to assist with identification of potential comparison schools. The on-line service, available at [https://datadirect.aacsb.edu/public/profiles/search.cfm](https://datadirect.aacsb.edu/public/profiles/search.cfm), offers advanced search functions that produce institution lists based on optionally selected criteria.
The accounting academic unit should demonstrate in the review that it relates appropriately to the operational levels of the comparison school set. In some circumstances, particular features of the school may make some of the data non-comparable.

**Use of the Comparison Groups**

The Accounting Accreditation Committee chair approves peer review team members from the peer review team nomination form. Sometimes for scheduling or other reasons, reviewers who are not on the Comparison Group list may be proposed.

**XIV. FINALIZING THE SELF-EVALUATION REPORT**

When finalizing the SER, accounting academic units are encouraged to seek the guidance of the team chair who can provide the following assistance:

1. Become familiar with the school / accounting academic unit and the institution as a whole, which is best achieved through an on-site campus visit (optional).
2. Identify areas in the existing SER that may be unclear, point out issues where further clarification may be needed, and single out other areas of possible concern. The chair can provide answers to questions about the Initial Accreditation process, the standards and also assist the unit in making a determination on the readiness for accreditation.
3. Encourage the unit to submit materials as early as possible, via myAccreditation, to allow time for possible modifications.
4. Ensure continuous communication throughout this stage.
5. Provide illustrative guidance, not prescriptive guidance.
6. Work with the unit to ensure their SER:
   - Tells the institution’s story.
   - Is well-written and understandable.
   - Includes faculty vitae as an appendix.
   - Includes summary data, retaining large information compilations on campus, as opposed to including in the report.
   - Limits appendices to those directly relevant, and includes a table of contents and cross-references.

The SER is due to the team members and the AAC between 4-6 months before the scheduled peer review team visit. The SER is submitted electronically via myAccreditation. The PRT may download a copy of the SER and any attachments / appendices for their use from myAccreditation should they desire to work from paper copies.

**XV. PRE-VISIT ASSESSMENT**

After the peer review team reviews the final SER, the team drafts a pre-visit analysis outlining the issues and concerns identified by the Team. This analysis, including a “visit” or “no-visit” recommendation, is forwarded to the AAC for review. If the AAC concurs with the peer review team’s recommendation, the pre-visit analysis is sent to the school and accounting academic
unit. If the committee does not concur with the peer review team’s recommendation it may remand the recommendation to the team for information, clarification, or similar reconsideration when an apparent inconsistency is noted. A conference call is convened with the committee chair and vice-chair, liaison, reader, peer review team members, and AACSB International staff. The team may submit additional information or a revised pre-visit analysis recommendation following this conference call.

If the recommendation is “visit”, the pre-visit analysis will point out specific issues to be addressed either before or during the visit. In addition, the pre-visit analysis will also indicate areas of focus, requests for data and documents to be made available for the team during the visit, and provides confirmation of the on-site visit dates.

If the recommendation is “no visit” for initial accreditation, and the AAC concurs with the team’s recommendation that a visit would be premature, the school and accounting academic unit has two options:

1. Pursue a visit as originally scheduled. The school must provide a written request for a visit within two weeks to the AAC (AAC@aacsb.edu).
2. Withdraw from the initial accreditation process.

XVI. PEER REVIEW TEAM VISIT

The on-site review affords the best opportunity for the team to assess the school and accounting academic unit’s case for initial accounting accreditation. An important aspect of the on-site review is verification of data supporting the information presented in the final SER. Equally important is the team’s assessment of the qualitative dimension of the educational programs that only can be verified through face-to-face interaction.

The team chair will structure the on-site review schedule and team member assignments to ensure a reasonable balance between information gathering/verification and information analysis/synthesis. Under certain circumstances the AAC chair may require that, at the cost of the school, a senior AACSB accreditation staff member accompanies the team during the visit. This is done for the purpose of providing guidance and consistency. The staff member is part of the team, but does not have any voting rights with respect to the accreditation recommendation.

Planning the Visit

1. Prior to the visit, the team chair will work with the school and accounting academic unit to clarify the itinerary and appointments for the visit. This step enables the school and unit to make necessary arrangements and appointments with appropriate representatives.

2. Prior to the visit, the team chair will inform the school and unit of on-campus needs such as housing, workroom, meeting rooms, computers, printers, and word processing support. A workroom should be established on campus for the team to review records and information. The hotel should also include a working area for the team.

3. The team meets with the school and unit early in the visit to confirm schedules and discuss any last minute information needs or itinerary changes.

4. During the initial phase of the visit, the peer review team will be focused on fact gathering/verification. This process will allow the team to further explore the qualitative
implications of the facts and concerns previously identified. Early fact gathering/verification allows the peer review team sufficient time to discuss these concerns with the school and unit.

5. Generally the peer review team will meet with the president and provost both at the start of the visit to discuss the purpose of the on-site review and at the conclusion of the visit to provide the team recommendation.

6. The team chair will make time each day to speak with the host dean/equivalent and accounting academic unit head to report on any issues that have been uncovered. The host dean/equivalent and accounting academic unit head will then have the opportunity to clarify or provide additional information for accuracy.

7. The school and unit should expect a visit of at least two and a half days. The visit may be shortened or lengthened with the mutual agreement of the school and team chair. Team members generally arrive in the late afternoon or early evening prior to the first full day.

8. At the conclusion of the visit, the team will share its impressions and concerns and make its recommendation first to the host dean/equivalent and accounting academic unit head and then to the president and provost (if appropriate). The peer review team will make every effort to have a draft of the report completed before leaving campus. The final report is due to the school and the AAC, via myAccreditation, within 10 days of the visit.

Possible document/meeting requests from the Team:
The following records may be requested:

**Students**
- Official graduation lists for the most recent commencement. The team will review the lists and may request a sample of transcripts.
- Records/folders for students enrolled during a recent term and class rolls/lists, including faculty names for all business courses taught during a recent term.
- Probation and dismissal lists for the most recent academic year.
- List of transfer students for a recent term and records relating to the assurance of learning accepted toward meeting degree requirements.
- Information regarding student employment for recent graduates.
- Student usage of the library and computer technology.

**Faculty**
- Faculty files for all participating and supporting faculty teaching during a recent term, including faculty CVs.
- Files on promotion and tenure cases for the prior five-year period.
- Research output, including samples of output or access to output for the previous five-year period.
- Faculty professional development plans.
- Updated faculty data sheets, as appropriate.
**Programs**
- Course syllabi for all accounting courses used to satisfy the curriculum standards.
- Copies of articulation agreements with other institutions.
- Curriculum descriptions for any new programs to be introduced.
- Final exams for all core accounting courses taught during a recent term.
- Outcome assessment information, such as learning goals, measurements, and results.

**University/School/Unit**
- Copies of all institutional catalogs, promotional brochures and recruitment information.
- Copies of any additional documents, handbooks, policy manuals, and other relevant materials.

**The following meetings and discussions may be requested:**

The peer review team may find that meetings and discussions with entities such as those listed below can provide additional opportunities for the team to understand and assess the school’s mission, processes, and outcomes:

- Key administrators or staff in the accounting unit, such as department chairs, associate deans, assistant deans, program directors, center directors, advisors, and others.
- Chief executive and chief academic officers of the institution, e.g., president, chancellor, provost, academic vice-president, etc.
- Other university deans/equivalent.
- Key committees, such as promotion and tenure, strategic planning, curriculum, assessment, and research.
- Faculty representatives, e.g., senior faculty representatives, junior faculty representatives, clinical faculty representatives, part-time and adjunct faculty representatives; participating and supporting faculty representatives, tenured and untenured faculty representatives.
- Student service directors, e.g., graduate admissions, academic support and advising, career services and placement, information technology.
- Students such as class visits, students assembled by school, and student advisory board.
- Facilities such as the library, computer labs, classrooms, other campus sites.

The accounting academic unit should understand its obligation to the team and must bear the responsibility in making its case and demonstrating that processes are in place to assure quality and continuous development and improvement. The unit must explain its mission and objectives in terms of accreditation standards application.
When meeting with the dean/equivalent, accounting academic unit head, and president, the team chair should emphasize that the recommendation is subject to change, either positively or negatively, to reflect consistency of decisions across schools with similar missions. **No public announcement should be made until official notification is given by AACSB and the team recommendation has been ratified by the Board.**

XVII. THE TEAM VISIT REPORT

In preparing the accounting academic unit’s team report, the peer review team will assimilate the relevant information, constructively assess and perform a micro and macro analysis to (1) assess the unit’s performance relative to each standard; (2) determine how the unit’s policies and practices, in relation to each standard, affect achievement and continuity of overall high quality; and (3) consider whether or not the unit’s processes lead to outcomes that are consistent with its mission and objectives. The team performs a standard by standard review of the school’s situation. Additionally, the report notes the processes utilized by the unit to ensure achievement of the standards, as well as those processes that may inhibit achievement of the standards.

Elements of the Peer Review Team Report:

- Statement of Team Recommendation**

For initial accounting accreditation the options include:

1. **Accreditation.** The Team concludes that the school and accounting academic unit fulfills its mission and achieves overall high quality with processes in place that assure continuous improvement. An appropriate strategic plan is in place to guide activities to the first five-year continuous improvement review.

2. **A one-year deferral.** The Team indicates specific deficiencies that can be resolved within one year, but precludes immediate accreditation. The Team should set forth issues to be addressed in the unit’s deferral report. A campus visit will follow review of the report.

3. **Denial.** The Team indicates that the school and accounting academic unit has deficiencies that cannot be remedied within one year and that preclude a favorable assessment of overall high quality. The report should set forth clearly the deficiencies that led to the recommendation.

- Identification of areas that must be addressed prior to the first continuous improvement review or during the deferral review.

- Relevant facts and assessment of strengths and weaknesses on a standard-by-standard basis in support of the team accreditation recommendation.

- Identification of the accounting academic unit’s success in demonstrating engagement, innovation, and impact outcomes.

- Commendations of strengths, unique features and effective practices.
Opportunities for continuous improvement relevant to the accreditation standards.

Summary of visit.

**If a team member is not in agreement with the majority of the team, that team member has the option to file a minority report along with the official team report.

Optional Response to the Peer Review Team Report

Within 10 days of receipt of the peer review team report, the school and accounting academic unit has the option to respond to the PRT report clarifying any of the comments and/or factual information noted within the report. The school and accounting academic unit may submit that response within the respective area of myAccreditation.

**XVIII. REVIEW OF THE TEAM RECOMMENDATION**

Accounting Accreditation Committee

The AAC will normally review the team visit report and any response from the school and/or accounting academic unit at its next scheduled meeting. Their review will result in a decision to:

- Concur with the Team recommendation.
- Remand the team’s recommendation
  - The committee may remand the recommendation to the team for information, clarification, or similar reconsideration when an apparent inconsistency is noted. A conference call is convened with the committee chair and vice-chair, liaison, reader, peer review team members, and AACSB International staff. The team may submit additional information or a revised recommendation following this conference call.
  - Based on additional information or an updated team recommendation, the committee concurs with the recommendation or refers the case to a panel.
    1. A panel consists of three individuals: one from the original team; one from the committee; and an outside member who is an experienced accreditation reviewer. The outside member serves as chair.
    2. The panel must reach agreement on recommendation
      - Panel decision to achieve initial accreditation or denial is forwarded to the Board of Directors for ratification consideration.
      - Deferral decisions do not require ratification by the Board of Directors.

Board of Directors

The AAC concurrence to accredit or deny initial accreditation is forwarded to the AACSB Board of Directors for ratification. When the Board of Directors ratifies, the institution is accredited and joins the AACSB Accreditation Council, with a continuous improvement visit in year five. The Board will send official notification to the institution and accounting academic unit and provide formal recognition at the AACSB International Annual Meeting, usually held in April of the visit year.

The Board may remand the recommendation to the AAC for further information.
School Options

The institution / accounting academic unit may withdraw its application for initial accounting accreditation any time prior to consideration by the Board of Directors. In the case of a decision to deny accreditation, the school may submit an appeal to the chair of the Board of AACSB International. An appeal panel will be formed to hear the appeal and make a judgment. The decision of the appeal panel is final.

XIX. DEFERRAL REVIEW

If, during the initial accreditation review, the peer review team finds standards-related deficiencies that can be resolved within one year, the team will recommend a one-year deferral review. The peer review team identifies these deficiencies in the peer review team visit report and states the expectations for the deferral review. A deferral team will be determined and the school is required to submit a deferral report 60 days prior to a campus visit. The school submits its response to the specific concerns cited by the peer review team via myAccreditation.

Deferral Review Team

The deferral team selected by the AAC normally includes one member from the original peer review team and one member from (or appointed by) the AAC.

The deferral team focuses on the issues noted in the decision letter from the accreditation committee chair. The original peer review team visit report may be referenced for further information relating to the issues detailed in the decision letter.

Review of Deferral Report from School

In the year following the original peer review team visit, the accounting academic unit will submit a report to the deferral team and the AAC 60 days prior to the campus visit. This report details the progress made to address the issues noted in the original peer review team report. After review of the deferral review the team conducts an onsite visit to determine if the concerns have been satisfactorily addressed. Ordinarily, the deferral team conducts a one and a half day on-site review within one year following the original peer review team visit.

Review of Team Recommendation

The process for committee review of the deferral review team report is the same as that one outlined for peer review team Recommendations.

The AAC concurrence with the deferral team to accredit or deny initial accreditation is forwarded to the AACSB Board of Directors for ratification. When the Board of Directors ratifies a recommendation for initial accounting accreditation, the institution is accredited and joins the AACSB Accreditation Council, with a continuous improvement visit to occur in year five. The board will send official notification to the institution and accounting academic unit and provide formal recognition at the AACSB International Annual Meeting, usually held in April of the visit year. AACSB does not publicize the names of institutions to which the board denies accreditation.
Appendix A
Resources Links

Accreditation Policies, Processes, Terminology, and Standards

Accreditation Policies & Procedures
Accreditation Terminology
2018 Accounting Accreditation Standards

Initial Accreditation Resources
The following documents and references within this handbook may be downloaded or accessed from the AACSB International website at:

Initial Self-Evaluation Report
Accounting Accreditation Standards Worksheet
Gap Analysis
iSER Outline and Guidelines
Applicant Profile Sheet

Scope of Accreditation
Program Exclusion Request Form

Required Tables
Table A2-1 – Intellectual Contributions of the Accounting Academic Unit
Table A6 – Assignment of Faculty to Teach Accounting Courses…Recent Academic Year

Progress Report
Progress Report Guidelines and Submission Instructions

Application for Initial Accreditation Review
Letter of Application for Initial Accreditation Template

Final Self-Evaluation Report
Self-Evaluation Report Submission Instructions

Peer Review Team Visits
Sample Initial Accreditation Visit Schedule
Initial Visit Team Report
Deferral Visit Team Report
# Appendix B
## Accounting Accreditation Standards Worksheet

<table>
<thead>
<tr>
<th>AASCB ELIGIBILITY PROCEDURES</th>
<th>QUESTIONS/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A. The school must encourage and support ethical behavior by students, faculty, administrators, and professional staff.</td>
<td></td>
</tr>
<tr>
<td>Criterion B. The school maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.</td>
<td></td>
</tr>
<tr>
<td>Criterion C. The school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.</td>
<td></td>
</tr>
<tr>
<td>Criterion D. An applicant for AASCB accounting accreditation must be a well-defined, established entity and a member of AASCB International in good standing. The entity seeking AASCB accounting accreditation may be an institution authorized to award bachelor’s degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution.</td>
<td></td>
</tr>
<tr>
<td>Criterion E. The school must be structured to ensure proper oversight, accountability, and responsibility for the school’s operations; must be supported by continuing resources (human, financial, infrastructure, and physical); and must have policies and processes for continuous improvement.</td>
<td></td>
</tr>
<tr>
<td>Criterion F. All degree programs included in the AASCB accounting accreditation review must demonstrate continuing adherence to AASCB accounting accreditation standards. Schools are expected to maintain and provide timely, accurate information in support of each accreditation review.</td>
<td></td>
</tr>
<tr>
<td>ACCOUNTING STRATEGIC MANAGEMENT AND INNOVATION STANDARDS</td>
<td>QUESTIONS/COMMENTS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>A1. Accounting Academic Unit Mission, Impact, and Innovation</td>
<td></td>
</tr>
<tr>
<td>(Related Business Standard: Standard 1)</td>
<td></td>
</tr>
<tr>
<td>The accounting academic unit articulates a clear and distinctive mission, the expected outcomes this mission implies, and the strategies it will employ to achieve these outcomes. The unit has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with its mission, expected outcomes, and strategies.</td>
<td></td>
</tr>
<tr>
<td>A2. Accounting Intellectual Contributions’ Impact and Alignment with Mission</td>
<td></td>
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<tr>
<td>(Related Business Standard: Standard 2)</td>
<td></td>
</tr>
<tr>
<td>The accounting academic unit produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of accounting, business, and management.</td>
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<tr>
<td>A3. Financial Strategies And Allocation Of Resources</td>
<td></td>
</tr>
<tr>
<td>(Related Business Standard: Standard 3)</td>
<td></td>
</tr>
<tr>
<td>The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCOUNTING LEARNING AND TEACHING STANDARDS</th>
<th>QUESTIONS/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4. Accounting Curricula Content, Management and Assurance of Learning</td>
<td></td>
</tr>
<tr>
<td>(Related Business Standard: Standard 8)</td>
<td></td>
</tr>
<tr>
<td>Curriculum content is appropriate to professional expectations and requirements for each accounting degree program and the related learning goals. The accounting academic unit uses well-documented, systematic processes for determining and revising degree program</td>
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</tbody>
</table>
learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

<table>
<thead>
<tr>
<th>ACCOUNTING ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS STANDARD</th>
<th>QUESTIONS/COMMENTS</th>
</tr>
</thead>
</table>

A5. Information Technology Skills, Agility and Knowledge For Accounting Graduates and Faculty  
(Related Business Standard: None)

Consistent with mission, expected outcomes, and supporting strategies, accounting degree programs include learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. Included in these learning experiences is the development of skills and knowledge related to data creation, data sharing, data analytics, data mining, data reporting, and storage within and across organizations.

A6. Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment  
(Related Business Standards: Standard 5 and Standard 15)

The accounting academic unit’s faculty, as a whole, includes a sufficient number of individuals with professional accounting credentials, qualifications, certifications, and professional experience, and the unit deploys these individuals in ways that are consistent with the unit’s mission, expected outcomes, and supporting strategies.

The accounting academic unit maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement and professional interactions that sustain the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.
## Appendix C
### Accounting Gap Analysis 2018 Standards

<table>
<thead>
<tr>
<th>Strategic Management and Innovation for Accounting Academic Units</th>
<th>Alignment with Standard Yes/No</th>
<th>Actions to be implemented</th>
<th>Person responsible</th>
<th>Financial resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Accounting Academic Unit Mission, Impact, and Innovation</td>
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<tr>
<td>A2. Accounting Intellectual Contributions, Impact, and Alignment with Mission</td>
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<tr>
<td>A3. Financial Strategies and Allocation of Resources</td>
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<tr>
<td>Accounting Learning and Teaching</td>
<td>Alignment with Standard Yes/No</td>
<td>Actions to be implemented</td>
<td>Person responsible</td>
<td>Financial resources</td>
<td>Timeline</td>
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<tr>
<td>A4. Accounting Curricula Content, Management and Assurance of Learning</td>
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</tr>
<tr>
<td>A5. Information Technology Skills, Agility and Knowledge for Accounting Graduates and Faculty</td>
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</tr>
<tr>
<td>Accounting Academic and Professional Engagement and Professional Interactions</td>
<td>Alignment with Standard Yes/No</td>
<td>Actions to be implemented</td>
<td>Person responsible</td>
<td>Financial resources</td>
<td>Timeline</td>
</tr>
<tr>
<td>A6. Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment</td>
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Appendix D
Initial Self-Evaluation Report (Accounting) Outline and Guidelines

Philosophy and Expectations
The initial Self-Evaluation Report (iSER) is a strategic management plan that is also attentive to satisfaction of accreditation standards. The process of creating the iSER should naturally flow from, and be part of, the ongoing strategic management process.

A long-standing problem with many iSERs is that they focus solely on closing gaps between current conditions and the conditions necessary to satisfy accreditation standards. An internally generated iSER that is built on the school’s particular circumstances is most likely to yield sustained continuous improvement. The goal of the accreditation process regarding strategic management is a differentiated mission based on strategic thinking, and a plan for implementing the mission while closing existing gaps between conditions at the institution and the accreditation standards.

There is a 50-page limit for the iSER excluding tables and appendices.

Objectives and Content
The iSER should show how the school will address its areas for improvement during the Initial Accreditation process and how the school will maintain continuous improvements in its program. The report outlines what gaps need to be closed to meet AACSB standards expectations and how current activities meet the expectations of the standards, which ones, and how.

The iSER should:
• Lead to a performance level that satisfies AACSB International accreditation standards.
• Demonstrate that the resources necessary to satisfy the standards will be available.
• Show how these resources will be managed to reach that performance level.

The report should reflect two levels of analysis. The first level should identify areas of strength and areas for improvement in each standard. The second level should formulate an action plan for addressing weaknesses. The action plan must identify specific improvement activities and establish a timetable for the completion of each. It should also address the resources, the individual(s) responsible for each activity, and an anticipated completion date.

Executive Summary
Along with the iSER, the school needs to prepare and submit a three to five-page executive summary, which should include:

1. A one paragraph to one page statement and written description of your mission and objectives;
2. Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;
3. Describe the most significant strategies and outcomes related to engagement, innovation, and impact. Examples should include the outcomes linked to the mission and strategic plan. (For additional information, please refer to Appendix I in the eligibility criteria and accreditation standards for accounting accreditation at https://www.aacsb.edu/accreditation/standards/accounting.)
4. A written summary of self-assessed strengths and weaknesses as they relate to AACSB International’s standards and the achievement of specific objectives;

5. How your strategic plan relates to your mission development activities; and,

6. A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

Provide the executive summary as an attachment.

**Application Profile Sheet**

In addition to the Initial Self Evaluation Report, the Accounting Accreditation Committee (AAC) requests the school submit an Applicant Profile Sheet as an attachment. The AAC uses the Applicant Profile Sheet as a brief overview and reference document in their review.

The template for the applicant profile sheet is located on our [website](#).

Provide the applicant profile sheet as an attachment.

**Documents that must be submitted as appendices with the iSER:**

- Executive summary
- Applicant profile sheet
- School’s current strategic plan for accounting
- Tables A2-1 and A6

**Report and appendices submission guidelines:**

- The iSER and accompanying documentation are to be submitted via email to [aac@aacsb.edu](mailto:aac@aacsb.edu) by the designated due date.
- There is a page limit of 50 pages (not including tables and required documentation).
- Email attachments totaling at least 20MB will not be received due to server limitations.
- A confirmation of receipt will be emailed within 2 business days.
Background Information

Please provide the location of the institution, including all non-main campus programs offered by the accounting academic unit.

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Location</th>
<th>Program(s)</th>
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</thead>
<tbody>
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</table>

*Add rows as needed.*

Please provide the mission of the accounting academic unit.

<table>
<thead>
<tr>
<th>Response:</th>
<th>Document URL:</th>
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</table>

Provide information of the process(es) utilized for mission development and the process(es) that will be utilized for ongoing review and refinement of the mission. Opportunities for stakeholder involvement in these processes should be noted.

Please describe the structure of the school.

Please describe the special activities of the school.

Please provide scope of accreditation.

<table>
<thead>
<tr>
<th>Name of Degree Program</th>
<th>Level</th>
<th>Location</th>
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<tbody>
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</tbody>
</table>

*Add rows as needed.*

Enrollment (number of students currently enrolled in your degree programs). Number of Students:

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Institution</th>
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<th>Accounting Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Undergraduate</td>
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<td></td>
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<tr>
<td>Masters</td>
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<tr>
<td>Doctoral</td>
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<tr>
<td>Exec Ed Degree Granting</td>
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<tr>
<td>Exec Ed Non-Degree Granting</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td>Total</td>
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</tbody>
</table>
Standard A1: The accounting academic unit articulates a clear and distinctive mission that is aligned with the business school and institution. The accounting academic unit has developed the expected outcomes this mission implies, and the strategies it will employ to achieve these outcomes. The unit has a history of achievement and continuous improvement and specifies future strategic priorities. [ACCOUNTING ACADEMIC UNIT MISSION, IMPACT, AND INNOVATION—RELATED BUSINESS STANDARD 1]

Definitions

- The accounting academic unit is defined as the collection of degree programs in accounting offered by a business school unit irrespective of administrative structure.

- Mission is a single statement or set of statements serving as a guide for the unit and its stakeholders. These statements capture the unit’s core purposes, express its aspirations, and describe its distinguishing features. The mission is not usually described entirely by the mission statement. It is more completely encapsulated in a set of statements that describe the unit, including the mission statement, vision statement, and statements of values. In addition, the relationship of the accounting academic unit to the institutional entity and/or business school is reflected in the mission.

- The term distinctive refers to goals, characteristics, priorities, focus areas, or approaches of the unit that are special or notable. These are revealed by the unit’s mission and evident in its expected outcomes and strategies. Distinctiveness does not imply that the unit is different from all others.

- Expected outcomes are conveyed via broad or high-level statements describing impacts the unit expects to achieve in the accounting, business, and academic communities it serves as it pursues its mission through educational activities, scholarship, and other endeavors. Expected outcomes translate the mission into overarching goals against which the accounting academic unit evaluates its success.

- Strategies describe, in general, how the accounting academic unit intends to achieve its mission and expected outcomes, including how it finances activities to achieve its mission. Strategies are general, or overarching, statements of direction derived from the strategic management of the unit.

Basis for Judgment

- The business school mission, expected outcomes and strategies serve as the foundation on which the accounting unit’s mission, expected outcomes and strategies are built. The mission, expected outcomes and strategies of the accounting unit are aligned with the business school.

- The unit’s mission, expected outcomes, and strategies clearly articulate the unit’s engagement, innovation and impact priorities.

- The accounting academic unit’s mission guides decision making and identifies distinguishing characteristics, attributes, focus areas, and priorities that indicate how the unit positions itself among the international community of accounting units. Distinctiveness does not imply that the unit must somehow be different from all other AACSB-accredited accounting academic units. Rather, through its mission, expected outcomes, and strategies, the unit clearly articulates those attributes that describe the unit to its various constituencies and across the global community of accounting programs.

- The unit’s mission, expected outcomes, and strategies are mutually consistent and reflect a realistic assessment of the changing environment of accounting programs. The alignment of a unit’s mission and strategies with the expected outcomes signal that it is highly likely that the unit can achieve those outcomes. In the dynamic environment of higher education and accounting education, innovation and change are the norm rather than exception.

- The unit’s mission, expected outcomes, and strategies clearly define the unit’s focus on educational activities, including the range of degree and non-degree programs offered and the students, organizations, and communities those programs serve. The unit aligns its teaching and learning models with its mission, expected outcomes, and strategies.

- The unit’s mission, expected outcomes, and strategies clearly define the unit’s focus on quality intellectual contributions that advances the knowledge, practice, public policy and teaching and pedagogy of accounting and business.
The mission, expected outcomes, and strategies are appropriate to accounting education and consonant with the mission of any institution and business school of which the accounting academic unit is a part. Accordingly, the unit’s mission, expected outcomes, and strategies address the level of education the unit is targeting; the positive and significant impact the unit makes on the accounting profession, business and society; the stakeholders to whom the unit is accountable; and the ways in which the unit advances accounting education.

The unit periodically reviews and revises the mission, expected outcomes, and strategies as appropriate and engages key stakeholders in the process.

The unit’s mission and expected outcomes are transparent to all stakeholders.

The unit systematically evaluates and documents its progress toward mission fulfillment. Past examples of continuous improvement, engagement, innovation and impact are consistent with the mission, expected outcomes, and supporting strategies intended to support mission fulfillment.

The unit’s planned future actions for continuous improvement, its rationale for such actions, and its identification of potential areas of innovation are consistent with and demonstrate support for its mission, expected outcomes, and strategies. The unit has clearly defined its future strategies to maintain its resource needs, assign responsibilities to appropriate parties, and set time frames for the implementation of actions that support the mission. The school also has clearly defined how these actions promise to impact expected outcomes.

If the accounting academic unit’s mission, expected outcomes, and strategies include the preparation of graduates of any accounting degree program for professional certification examinations and/or license to practice in accordance with professional organizations that offer such certifications and/or with state, provincial, or national regulations or laws, these accounting graduates must demonstrate success on such certification exams at or above state, provincial, or national norms and among peer institutions.

**Guidance for Documentation**

- Describe how the accounting unit mission, expected outcomes and strategies are built on and aligned with those of the business school.
- Describe how the unit’s mission, expected outcomes, and strategies are linked to the unit’s engagement, innovation and impact priorities.
- Describe the mission, expected outcomes, and supporting strategies including how the mission is encapsulated in supporting statements (e.g., mission statement, vision statement, values statements, strategic plan) and how these statements are aligned.
- Describe how the mission influences decision making in the accounting academic unit, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes.
- Describe the appropriateness of the mission for the unit’s constituencies including students, employers, and other stakeholders; and discuss how the mission positively contributes to society, accounting and management education, and the success of graduates.
- Describe how the mission, expected outcomes, and strategies clearly articulate the unit’s engagement, innovation and impact priorities.
- Describe how teaching and learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the unit.
- Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how the mission, outcomes, and strategies relate to each other.
- If applicable, summarize accounting graduates’ performance on professional certification/licensure examinations, and compare those results with those from peer institutions and against national norms.
- Summarize and document key continuous improvements successes, engagement, innovation, and impact achievements since the last AACSB accreditation review or for at least the past five years.
- Describe how past achievements are aligned with the mission, expected outcomes, and supporting strategies.
- Identify future plans for continuous improvement and potential opportunities for engagement, innovation, and impact; indicate how these plans are linked to mission, expected outcomes, and
strategies; and outline the resources, responsible parties, and timeframe needed to implement these actions.

- Identify past and future experiments and/or entrepreneurial actions the accounting academic unit has pursued. For past efforts, identify outcomes the unit has achieved and provide assessments of the success to date.

<table>
<thead>
<tr>
<th>Alignment with Standard (Y/N):</th>
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<tr>
<td>Response:</td>
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<tr>
<td>Actions to be implemented:</td>
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<td>Person(s) responsible:</td>
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<td>Financial resources:</td>
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<td>Timeline:</td>
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</table>

Accounting 2018 Standard 2 - ACCOUNTING INTELLECTUAL CONTRIBUTIONS’ IMPACT AND ALIGNMENT WITH MISSION

Standard A2: The accounting academic unit produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of accounting, business, and management. [ACCOUNTING INTELLECTUAL CONTRIBUTIONS’ IMPACT AND ALIGNMENT WITH MISSION—RELATED BUSINESS STANDARD 2]

Definitions
- Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of accounting, business, and management. They are scholarly in the sense that they are based on generally accepted research principles and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Intellectual contributions normally are validated by peers and communicated to appropriate audiences. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Intellectual contributions may fall into any of the following categories:
  - Basic or discovery scholarship (often referred to as discipline-based scholarship) that generates or communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of accounting, business, and management.
  - Applied or integrative/applied scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of accounting and business.
  - Teaching and learning scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of accounting, business, and management.
- Impact of intellectual contributions is the advancement of theory, practice, professional standards, public policy and/or teaching of accounting and business, as a result of intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions—i.e., what has been changed, influenced, accomplished, or improved.
Basis for Judgment

- The accounting unit documentation of intellectual contributions is contained within the business report, specifically summarized in Table 2-1, Part A.
- The accounting academic unit has produced intellectual contributions that have had an impact on the theory, practice, professional standards, public policy and/or teaching of accounting and business, in ways that are consistent with the mission, expected outcomes, and strategies of the unit.
- The accounting academic unit expresses expectations regarding the impact of intellectual contributions in the mission and strategies in ways that are transparent to the public.
- The accounting academic unit applies relevant metrics to assess the extent to which expected impacts from intellectual contributions have been achieved and are aligned with mission and strategies.
- The accounting academic unit maintains a current portfolio of high-quality intellectual contributions that could impact theory, practice, professional standards, public policy and/or teaching in accounting or business. The portfolio of intellectual contributions includes contributions from a substantial cross-section of the faculty in the accounting academic unit. Normally, a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles, high quality editorial-reviewed journal articles or the equivalent. The intellectual contribution priorities of the unit must be evident in the overall portfolio of intellectual contribution outcomes and their impact.
- Impact of intellectual contributions may be assessed by the degree to which they influence improvements or changes in theory, practice, professional standards, public policy, and/or teaching in accounting and business.
- The unit supports the depth and breadth of faculty participation in scholarship leading to high-quality intellectual contributions that could impact theory, practice, professional standards, public policy and/or teaching in the future. If outcomes rely heavily on the intellectual contributions of faculty members who have primary faculty appointments with other institutions, the unit must provide documentation of how its relationship with the individual faculty members and other institutions contributes to the success, mission, and intellectual contributions of the unit.
- Intellectual contribution expectations and outcomes are clearly linked to the mission, expected outcomes, and underlying strategies of the academic unit and reflect the degree program portfolio delivered by the unit. For example, the intellectual contributions portfolio for an accounting academic unit whose mission is strongly focused on preparing students for careers in practice might place priority on applied or practice-related work, including publication in outlets that rely on an editorial review process. Conversely, the portfolio for an accounting academic unit with a significant focus on doctoral education and basic research reflects the level of scholarship expected of a research-focused program.
- The accounting academic unit documents intellectual contributions that demonstrate high quality and impact, as well as alignment with mission, expected outcomes, and strategies. In documenting quality, the unit produces evidence of high-quality intellectual contributions within the most recent five-year AACSB accreditation review period. In documenting impact, however, the unit may produce evidence from intellectual contributions produced prior to the most recent five-year AACSB accreditation review period, because the review process recognizes that impact and change often occurs over time.

Guidance for Documentation

- Documentation of accounting unit intellectual contributions is provided in Table 2-1, Part A of the business report. In addition to this documentation, provide a narrative specially related to the accounting unit intellectual contributions for Part B, C and D. Part B provides a qualitative description of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategy. Part C provides evidence demonstrating the quality of the portfolio of intellectual contributions. Part D provides evidence that the accounting unit’s intellectual contributions have had an impact on the theory, practice, public policy and/or teaching of accounting and business.
- As an accounting academic unit documents its portfolio of intellectual contribution outcomes, the key is to provide the peer review team with the means to make an initial assessment of the portfolio’s alignment with mission and draw broader conclusions about its impact on teaching, practice and public policy. The spirit and intent of this standard applies both to intellectual contributions grounded
solely in accounting and related areas and to interdisciplinary contributions. Interdisciplinary intellectual contributions will be judged in the same context as contributions based solely in accounting and are in no way discounted in the context of this standard; however, interdisciplinary outcomes should be aligned with mission, expected outcomes, and strategies of the accounting academic unit.

- Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the accounting academic unit. See the Appendix to these accounting standards for a non-exhaustive list of possible impact indicators.
- Indicate how the accounting academic unit incorporates indicators of impact into appropriate measurement systems and links those indicators to continuous improvement strategies.
- Provide a brief summary/analysis of how the portfolio of intellectual contributions aligns with mission, expected outcomes, and strategies.

**Required Documentation**
Provide Table A2-1 as an attachment. The template for Table A2-1 can be found [here](#).

<table>
<thead>
<tr>
<th>Alignment with Standard (Y/N):</th>
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<tr>
<td>Response:</td>
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</tr>
<tr>
<td>Timeline:</td>
</tr>
</tbody>
</table>

**Accounting 2018 Standard 3 - FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES**

**Standard A3: The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES—RELATED BUSINESS STANDARD 3]**

**Basis for Judgment**
- The accounting unit has developed financial strategies and resource allocations that are aligned with the business school.
- The accounting unit participates in decision-making and resource allocation processes within the business school or larger unit.
- The accounting academic unit has realistic financial strategies to provide, sustain, and improve quality accounting education. The financial model must support high-quality degree programs for all teaching and learning delivery modes.
- The unit has adequate financial resources to provide infrastructure to fit its activities (e.g., campus-based learning, distance learning, research, and executive education). Classrooms, offices, laboratories, communications, computer equipment, and other basic facilities are adequate for high-quality operations.
- The unit has adequate financial resources to provide support services for students, including academic advising and career development, and for faculty, including instructional support and professional development.
- The unit has adequate financial resources to provide technology support for students and faculty appropriate to its programs (e.g., online learning, classroom simulations) and intellectual contribution expectations (e.g., databases and data analysis software).
- The unit has adequate financial resources to support high-quality faculty intellectual contributions and their impact in accordance with its mission, expected outcomes, and strategies.
The unit identifies realistic sources of financial resources for any current and planned activities. The unit has analyzed carefully the costs and potential resources for initiatives associated with its mission and action items.

Guidance for Documentation

- It is expected that the business report will provide information about the financial strategies and allocation of resources for the entire business unit, including the accounting unit. The accounting unit provides information relative to this standard which is supplemental to information in the business report. The accounting unit report does not duplicate information provided in the business report.
- describe the accounting academic unit’s financial resources and strategies for sustaining those resources demonstrating they are capable of supporting, sustaining, and improving quality consistent with the mission of the accounting unit.
- Describe the financial support for all major strategic activities (e.g., degree programs, intellectual contributions, and other mission components).
- In alignment with the unit’s financial resources, describe how resources will be available to support major strategic priorities.

### Alignment with Standard (Y/N):

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### Accounting 2018 Standard 4 - ACCOUNTING CURRICULA CONTENT, MANAGEMENT AND ASSURANCE OF LEARNING

**Standard A4: Curriculum is appropriate to professional expectations and requirements for each accounting degree program.** The accounting academic unit uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [ACCOUNTING CURRICULA CONTENT, MANAGEMENT AND ASSURANCE OF LEARNING—RELATED BUSINESS STANDARD 8]

**Definitions**

- **Curriculum** refers to theories, ideas, concepts, skills, etc., that make up an accounting degree program. Content is not the same as learning goals. Learning goals describe the knowledge and skills students develop in a program and set expectations for what students are expected to do with the knowledge and skills after completing a program. Not all content areas need to be included as learning goals. The curriculum is defined by content, pedagogies (teaching methods, delivery modes), and structures (organization and sequence of content to create a systematic, integrated program of teaching and learning). A curriculum map may be used to detail how the academic unit facilitates achievement of program learning goals.

- **Accounting program curricula** stems from the roles that accountants assume in society as they develop, collect, analyze, interpret, report, communicate, and ensure the integrity of financial, managerial, and other information.

- **Learning goals** state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.
Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Accounting academic units use assurance of learning to demonstrate accountability and assure external constituents, such as potential students, trustees, public officials, supporters, and accrediting organizations, that the unit meets its goals. Assurance of learning also assists the academic unit and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accounting accreditation is concerned with broad learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.

Curricula management refers to the academic unit's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc. Curricula management captures input from key business school and accounting academic unit stakeholders and is influenced by assurance of learning results, new developments in business practices and issues, revision of mission and strategy that relate to new areas of instruction, etc.

Basis for Judgment

The resulting curricula for all accounting degree programs demonstrate an alignment with the mission, expected outcomes, and strategies of the accounting academic unit.

If the accounting curricula are intended to provide students with the educational foundation for professional certification and/or licensure as a professional accountant, the program articulates how it aligns with these expectations in appropriate jurisdictions.

Normally, curricula management processes result in curricula that address the broadly-defined skill and knowledge content areas described in Business Standard 9. In addition, subject to mission, expected outcomes, and degree program portfolio, accounting degree programs address more specific expectations related to the accounting discipline and profession as outlined below. Such expectations may be integrated within a single degree program (e.g., bachelor's or master's) or distributed across blended programs that offer integrated undergraduate and graduate experiences. The content areas listed below are not intended to be exhaustive of all the areas that an accounting curriculum covers and are purposely general. The accounting academic unit translates these guidelines into expected competencies consistent with the academic unit's mission, students, degree program learning goals, expected outcomes, and supporting strategies.

Curriculum Content

The accounting learning experiences that an accounting academic unit offers addresses the following areas:

- The ability to identify issues and develop questions, apply appropriate analyses, interpret results, and communicate conclusions.
- The roles accountants play in society to provide and ensure the integrity of financial, managerial, and other information.
- The ethical and regulatory environment for accountants.
- The critical thinking and analytical skills that support professional skepticism, risk assessment, and assurance of accounting information.
- Internal controls and security.
- Recording, analysis, and interpretation of historical and prospective financial and non-financial information.
- Project and engagement management.
- Tax policy, strategy, and compliance for individuals and enterprises.
- International accounting issues and practices, including roles and responsibilities played by accountants in a global context.
**Bachelor’s Degrees in Accounting**

Participation in a bachelor’s degree program in accounting presupposes the foundations necessary for a bachelor’s degree program in business, as described in Business Standard 9, and appropriate accounting content based on mission, expected outcomes, and strategies.

**Master’s Degrees in Accounting** (i.e., specialized master’s programs including Master of Accountancy, Master of Science in Accountancy, and Master of Taxation)

Participation in a master’s degree program in accounting presupposes that students have built a foundation of knowledge and skills appropriate for advanced study in accounting prior to entering a master’s program in accounting or that they will build this foundation as part of the learning experiences in the master’s program. In addition, master’s degree programs in accounting focus on learning that includes:

- More integrative, intensive learning than undergraduate education offers, including more advanced and in-depth learning in topics related to the accounting discipline and its context for business.
- Expanded understanding of professional responsibilities of accountants including the ethical and professional standards of the accounting profession.
- Understanding of the strategic role accounting plays in business organizations and society.
- Advanced development of critical and analytical thinking skills in support of professional skepticism, as well as sound decision making and good judgment in uncertain circumstances.
- Integration of knowledge across fields and understanding of the accounting discipline from multiple perspectives.
- Approaches to framing problems and developing creative solutions to accounting issues using appropriate technology.
- Application of specialized knowledge of accounting and business in a global context.

**Research Master’s Degrees in Accounting**

A research master’s degree in accounting normally includes learning experiences in the following areas:

- Understanding and interpreting high-quality accounting research and its impact.
- Participating in the conduct of high-quality accounting research activities.

**Doctoral Degrees in Accounting**

Participation in a doctoral degree program in accounting presupposes that students have built a foundation of knowledge and skills appropriate for advanced study in accounting prior to entering a doctoral program in accounting or that they will build this foundation as part of the learning experiences in the doctoral program. In addition to the general skill areas and learning experiences included in bachelor’s and master’s degree programs in accounting, doctoral degree programs in accounting normally include:

- Advanced research skills for the areas of specialization that lead to an original and substantive accounting-related research project.
- Development of a deep understanding of managerial and organizational contexts for areas of specialization in accounting.
- Graduates demonstrate basic understanding of accounting principles sufficient to teach undergraduate and master’s level students.
- Preparation for faculty responsibilities in higher education including but not limited to teaching.
Doctoral degrees normally also include learning experiences appropriate to the type of research emphasized. Programs emphasizing advanced, foundational discipline-based research in accounting must instill in students a deep knowledge and understanding of the scholarly literature in the accounting field. Programs emphasizing rigorous research for application to practice in accounting must instill in students an understanding of the scholarly literature across the range of business and management disciplines, particularly in accounting, and prepare them for careers in which they will perform applied accounting research.

Learning Goals and Assurance of Learning

- Learning goals derive from and are consonant with the academic unit’s mission, expected outcomes, and strategies. Curricula management processes are guided by the unit’s mission, expected outcomes, and strategies. Curricula management processes align curricula for all programs with the academic unit’s mission, expected outcomes, and strategies.
- Learning goals and curricula reflect currency of knowledge. Appropriately qualified faculty members are involved in all aspects of curricula management, including the determination of learning goals and the design and ongoing revision of degree program content, pedagogies, and structure to achieve learning goals. The peer review team expects to see evidence of curricula improvement based on new knowledge.
- Depending on the teaching/learning models and the division of labor, curricula management facilitates faculty-faculty and faculty-staff interactions and engagement to support development and management of both curricula and the learning process.
- Learning goals and curricula reflect expectations of stakeholders. The academic unit incorporates perspectives from stakeholders, including organizations employing graduates, alumni, students, the university community, policy makers, etc., into curriculum management processes.
- Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals. These processes also produce a portfolio of documented improvements based on collected evidence. The unit provides a portfolio of evidence for each accounting degree program to demonstrate that students meet the learning goals. Or, if assessment demonstrates that students are not meeting the learning goals, the accounting academic unit has instituted efforts to eliminate the discrepancy.
- Evidence of recent curricula development, review, or revision demonstrates the effectiveness of curricula/program management.
- The assurance of learning strategies of the accounting academic unit may rely on major components of the business school assurance of learning strategies as long as accounting student outcomes are identifiable. However, direct assessments of student outcomes relative to learning goals in the field of accounting must be part of the unit’s curricula management process.

Guidance for Documentation

- Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and how they fit into the accounting degree program curriculum.
- Describe how the degree programs align with professional certification and/or licensure requirements if this is an expectation for graduates of the unit’s degree programs.
- If the degree programs are intended to provide foundational preparation for professional certifications and/or licensure requirements, provide data on the success of graduates in completing such requirements.
- For master’s programs in accounting, document that a significant proportion of the academic requirements are in classes designed exclusively for graduate students.
- For doctoral programs, document that doctoral candidates have mastered the subject matter of the professional competency in the field they intend to research and teach. Provide evidence of substantial mentoring and preparation of the students for successful instructional assignments.
Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes.
Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development.
Discuss and provide evidence of faculty-to-faculty and faculty-to-staff interaction in curricula management processes.
List the learning goals for each accounting degree program—this list includes both conceptual and operational definitions.
Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet the learning goals for each accounting degree program. If assessment demonstrates that students are not meeting the learning goals, describe efforts that the unit has instituted to address the discrepancy. Indirect assessments such as professional exam results, alumni or employer satisfaction surveys, etc. may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.
If the accounting academic unit is subject to formalized regulations or quality assessment processes focused on the evaluation of student performance, and these processes are consistent with AACSB expectations and best practices, they may be applied to demonstrate assurance of learning. The burden of proof is on the accounting academic unit to document that these systems support effective continuous improvement in student performance and outcomes.

| Alignment with Standard (Y/N): |
| Response: |
| Actions to be implemented: |
| Person(s) responsible: |
| Financial resources: |
| Timeline: |

Accounting 2018 Standard 5 – INFORMATION TECHNOLOGY SKILLS, AGILITY AND KNOWLEDGE FOR ACCOUNTING GRADUATES AND FACULTY

Standard A5: Consistent with mission, expected outcomes, and supporting strategies, accounting degree programs include learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. This includes the ability of both faculty and students to adapt to emerging technologies as well as the mastery of current technology. [INFORMATION TECHNOLOGY SKILLS, AGILITY AND KNOWLEDGE FOR ACCOUNTING GRADUATES AND FACULTY]

Basis for Judgment
- Consistent with mission, accounting degree programs integrate current and emerging accounting and business practices in three primary components within the curricula.
  - Information systems and business processes including data creation, manipulation/management, security, and storage.
  - Data analytics including, for example, statistical techniques, clustering, data management, modeling, analysis, text analysis, predictive analytics, learning systems, or visualization.
  - Developing information technology agility among students and faculty, recognizing the need for continual learning of new skills needed by accounting professionals.
Learning experiences may be supported by business, accounting, and other academic units.
- Student experiences integrate real-world business strategies, business acumen, privacy and security concerns, ethical issues, information systems and processes, and data management and data
analytics tools. Graduates understand the capabilities of these tools, along with the impact and the associated risks and opportunities.

- Incorporate a list of current and emerging technologies used in each accounting course in Table A-6. Do not include ordinary and usual software programs such as word processing or presentation software.
- The expectations for alignment with this standard for an accounting unit offering both undergraduate and masters level programs would be higher than for an accounting unit offering only an undergraduate program.

Guidance for Documentation
- Document the integration of the three primary components noted above in the basis for judgment.
- Demonstrate a commitment to fostering technology agility among graduates and faculty.
- Document the learning strategies the unit has deployed to develop accounting graduate competencies in learning relevant technology skills (e.g. information systems, data analytics, data management, and other business information technologies) and how they are consistent with the mission, expected outcomes and strategies.

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Accounting Standard 6 – ACCOUNTING FACULTY SUFFICIENCY, CREDENTIALS, QUALIFICATIONS AND DEPLOYMENT

Standard A6: The accounting academic unit maintains and strategically deploys a sufficient number of faculty with professional and academic credentials, qualifications, certifications and professional experience who collectively and individually demonstrate significant academic and/or professional engagement sustaining the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [ACCOUNTING FACULTY SUFFICIENCY, CREDENTIALS, QUALIFICATIONS AND DEPLOYMENT—RELATED BUSINESS STANDARDS 5 and 15]

Information and documentation regarding accounting academic unit faculty specifically related to business standards 5 and 15 is included in the business report and is not duplicated in the accounting report. Information included in Table A6 is supplemental to the business report.

For further information concerning faculty qualifications, please refer to Standard 15 in the AACBS Business Accreditation Standards and Processes.

Basis for Judgment
- Depending on the teaching/learning models and associated division of labor across faculty and professional staff, the faculty is sufficient in numbers and presence to perform and lead the following functions related to degree programs:
  - Curriculum development: A process exists to engage multidisciplinary expertise in the creation, monitoring, evaluation, and revision of curricula.
  - Course development: A process exists to engage content, technology, and assessment specialists in choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for each course, module, or session.
Course delivery: A process exists for ensuring access to instruction from appropriately qualified faculty and staff at the course level.

Assessment and assurance of learning: The obligations specified in the assurance of learning processes for the unit are met.

Other activities that support the instructional goals of the unit’s mission.

Faculty are sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, service in academic organizations, service that supports economic development, service that supports the professional regulation and standard setting process, organizational consulting, and other expectations the unit holds for faculty members.

Normally, participating faculty members will deliver at least 60 percent of the accounting academic unit’s teaching (whether measured by credit hours, contact hours, or another metric appropriate to the academic unit).

If the academic unit adopts a faculty model that relies on different levels of support or different means of deployment of faculty and professional staff for classroom instruction (e.g., senior faculty teaching large classes supported by a cadre of teaching assistants) the unit must document how the model supports high-quality academic programs and aligns the student-faculty interaction standard.

In cases where a substantial proportion of the academic unit’s faculty resources hold primary faculty appointments with other institutions, the unit must provide documentation of how this faculty model supports mission achievement, overall high quality, and continuous improvement and how this model is consistent with the spirit and intent of this standard. In particular, the unit must show that the faculty model is consistent with achieving its research expectations and alignment with Standard A2.

Professional certifications, licenses, and experience demonstrated by the accounting academic unit’s faculty and professional staff are appropriately aligned with its mission and the degree programs it offers.

The accounting faculty demonstrate currency and relevance in the field of teaching.

The accounting academic unit provides support for maintenance of certifications and licenses.

The accounting unit describes how deployment of faculty has changed during the past five years and articulates a well-developed plan for future faculty recruitment and deployment of qualified faculty in alignment with standards, in light of the school’s mission, strategies, expected outcomes and program mix.

In addition to including accounting faculty in Tables 15-1 and 15-2 in the business report, the accounting academic unit must complete Table A6 to document the qualification and deployment of faculty members. Table A6 includes faculty employed during the most recent academic year. Peer review teams may request documentation for additional years; for individual terms; or by program, location, delivery mode, and/or disciplines.

The accounting academic unit provides information on each faculty member. This information may be provided in the form of academic vitae or equivalent documents, but must include sufficient detail as to actions, impacts, and timing to support an understanding of faculty engagement activities and their impact on the deployment of qualified faculty resources. Qualification status may be based on information from Google Scholar, ORCID or similar data sources.

Deployment of qualified faculty is a strategic decision. The portfolio of faculty that an accounting academic unit hires and deploys is a key component in overall high-quality. In addition to Table A6 that shows faculty deployment during the year of record for an accreditation review, schools provide a narrative describing changes in the deployment of faculty in the past five years and the strategies and plans for recruitment and deployment of qualified faculty in the next five years. Schools articulate how the recruitment and deployment of faculty aligns with the accreditation standards.

The accounting academic unit summarizes the depth and breadth of professional interactions between the faculty and the professional accounting community.

The academic unit ensures students in all programs, disciplines, locations, and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty that is strategically deployed and supported by an effective learning infrastructure. For example, accounting academic units with research doctoral and research master’s degree programs are expected to have higher percentages of SA and PA faculty, with a strong focus on SA faculty, and place high emphasis on faculty who possess research doctoral degrees and who
undertake scholarly activities to maintain SA status. Accounting academic units that emphasize practice-oriented degrees may have a more balanced approach to the distribution of SA, PA, SP, IP, and other faculty members, subject to the limitations in the stated guidance and criteria that place high emphasis on a balance of theory and practice.

- Qualified faculty are appropriately distributed across all programs, locations and delivery modes. The deployment of faculty resources is consistent with mission, expected outcomes, and strategies. If accounting faculty teach across more than one accounting-related sub-discipline (e.g. financial, managerial, assurance services, and tax), the accounting academic unit is responsible for documenting that all faculty are appropriately qualified for their fields of instruction.

**Guidance for Documentation**

- For Standard A6, an accounting academic unit refers the peer review team to documentation included in support of Business Standards 5 and 15 for the business school accreditation review, if that documentation contains sufficient detail for the team to conduct an in-depth review of accounting faculty sufficiency and qualifications.
- Describe the division of labor across faculty and professional staff for each of the teaching/learning models employed. The division of labor assures high-quality for the design, delivery, assessment, and improvement of degree programs.
- Describe the faculty complement available to fulfill the academic unit’s mission and all instructional programs for the most recently completed academic year.
- Demonstrate that the faculty is sufficient to fulfill the functions of curriculum development, course development, course delivery, and assurance of learning for degree programs in the context of the teaching/learning models employed and division of labor across faculty and professional staff.
- Demonstrate that the faculty complement is also sufficient to ensure achievement of all other mission activities. This includes high-quality and impactful intellectual contributions and, when applicable, executive education, community service, institutional service, academic organizational service, service that supports economic development, organizational consulting, and other expectations the unit holds for faculty members. It also could include academic assistance, academic advising, career advising, and other related activities if applicable to the academic unit.
- Where a faculty qualifications model deviates from the normal benchmarks expected in Business Standard 15, provide evidence that such model delivers high-quality outcomes and is consistent with the school’s mission.
- Document the professional accounting credentials (including certifications, qualifications, and licenses) held by the unit’s faculty and staff, as well as their experience in the field and the accounting unit’s support for attaining and maintaining professional credentials.
- If a focus of the unit’s academic degree programs is preparation of students to seek certifications, qualifications, and licenses, discuss how faculty’s credentials, professional experiences, and related activities support this objective.

Document regarding Table A6 can be downloaded at the link provided below.

**Required Documentation**

Provide Table A6 as an attachment. The template for Table A6 can be found [here](#).

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<td>Financial resources:</td>
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<td>Timeline:</td>
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Appendix E

APPLICANT PROFILE SHEET - ACCOUNTING

Institution / Unit:

Name of Accounting Academic Unit:

Dean / Head of Business School:

Head / Chair of Accounting Department:

Country / State / Province:

Mentor*:

Person Completing Profile Sheet:

Reporting Period / Academic Year:

* Not applicable for Eligibility Applications

A. CURRENT ACCOUNTING ACADEMIC UNIT MISSION STATEMENT:

B. ANNUAL BUDGET:

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<th>Institutional Revenue</th>
<th>Institutional Expenditures</th>
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<th>School Revenue</th>
<th>School Expenditures</th>
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<tr>
<th>Accounting Department Revenue</th>
<th>Accounting Department Expenditures</th>
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C. SCOPE: Please list the degree types to be included in your school’s Accounting Accreditation Review.

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<tr>
<th>Program Type (B.S., BBA, MBA, etc.)</th>
<th>Location(s) Offered</th>
<th>Number degrees conferred in most recent reporting period</th>
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D. Enrollment (number of students currently enrolled in your accounting degree programs):

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<th>Degree Programs</th>
<th>Institution</th>
<th>Business School</th>
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<td>Full-Time</td>
<td>Part-Time</td>
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<tr>
<td>Bachelor’s</td>
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<tr>
<td>Master’s</td>
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<tr>
<td>Doctoral</td>
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<tr>
<td>Exec Ed Degree Granting</td>
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<td>Exec Ed Non-Degree Granting</td>
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<tr>
<td>Other (please specify)</td>
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<tr>
<td>Total</td>
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E. Faculty (number of faculty members in each discipline): Describe the Full-Time and Part-Time total faculty resources for each academic unit / discipline by including the headcount number of faculty members on staff by the highest degree level (doctoral, master’s, and bachelor’s degree).

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<thead>
<tr>
<th>Disciplines</th>
<th>Faculty</th>
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<tr>
<td></td>
<td>Full-Time</td>
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<td></td>
<td>Doctoral</td>
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Appendix F
Program Exclusion Request

Complete every required section of the form (marked with an *), and as many of the optional sections that apply. A separate copy of this form is required for each degree program for which exclusion from the AACSB International accreditation review is requested.

* Name of Institution:

* Name and Title of Person Completing Form:

* Full Title and Descriptive Information for Program for which Exclusion is being requested
  (include the percentage of business content in the degree program):

Bases for exclusion:
Provide a brief, clear description of how the program satisfies the required and all other relevant categories. Descriptions of the category expectations are discussed in Eligibility Procedure Criterion D of the Eligibility Procedures and Standards for Business Accreditation. An excerpt from Criterion D is in Appendix A below.

1. * Independence (Demonstration of limited or no participation in, and a high level of independence relative to, the development, delivery, and oversight of programs requested for exclusion) –

2. * Program Distinctiveness (Demonstration of program distinctiveness such that students, faculty, and employers clearly distinguish such programs from those degree programs identified for inclusion in the accreditation review process) –

3. * Operational Control (Demonstration of a lack of operational control relative to program design, faculty hiring, development and promotion, student selection and services, curriculum design, and degree conferral) –

4. Subject to non-business accreditation (Degree programs subject to accreditation by other non-business accreditation organizations) –

5. Specialized field (Specialized degree programs that are not marketed in conjunction with the business program under AACSB review) –

6. Separate location (Degrees offered on a separate or independent campus) –

7. Participate, but not named (Degree programs offered via a consortium of schools that do not carry the name of the applicant entity on the diploma or transcript and/or Degree programs in secondary business education whether offered within the entity applying for accreditation or elsewhere) –
Appendix G
Tables

<table>
<thead>
<tr>
<th>Table A2-1 Intellectual Contributions of the Accounting Academic Unit</th>
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<tbody>
<tr>
<td><strong>Part A: Five-Year Summary of Intellectual Contributions</strong></td>
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</table>

The intellectual contributions portfolio summary is provided in Table 2-1 in the business report. It should not be duplicated in the accounting report.

**Part B: Alignment with Mission, Expected Outcomes, and Strategy**
Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the accounting academic unit.

Provide supplemental information specific to accounting that is not contained within the business report.

**Part C: Quality of the Five-Year Portfolio of Intellectual Contributions**
Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Accounting academic units are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

Provide supplemental information specific to accounting that is not contained within the business report.

**Part D: Impact of Intellectual Contributions**
Provide evidence demonstrating that the unit’s intellectual contributions have had an impact on the theory, practice, public policy and/or teaching of accounting and business. To demonstrate impact, whenever possible, the accounting academic unit is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accounting accreditation review period.

Provide supplemental information specific to accounting that is not contained within the business report.
Table A6 Assignment of Faculty to Teach Accounting Courses in All Degree Programs Within the Accounting Academic Unit during the Most Recent Academic Year

<table>
<thead>
<tr>
<th>All Courses Taught</th>
<th>List Minimum Qualifications or Credentials for Faculty Assignment to Each Course</th>
<th>List Current or Emerging Technology Deployed in Each Course</th>
<th>List All Faculty Assigned to Teach this Course for the Most Recent Academic Year</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Program</td>
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<td>ACTGXXX</td>
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<td>Specialized Master's Program A</td>
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<td>ACTGXXX</td>
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<tr>
<td>Specialized Master's Program B</td>
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<td>Doctoral Program</td>
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<td>ACTGXXX</td>
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</tbody>
</table>

- List all accounting courses offered by the Accounting Academic Unit, organized by Undergraduate, Specialized Master's and Doctoral Degree Programs.
- Add rows to include all courses taught within each degree program.
- Vita should be available upon request by peer review team.

---
Appendix H
PROGRESS REPORT GUIDELINES

At least one time per year, the applicant will update the IAC (or AAC) on the progress it is making towards meeting the objectives and action plan items discussed in the Initial Self Evaluation Report (iSER). The original action plan summary table of the iSER is included, with the present status of each action item indicated. Action items that have fallen behind their scheduled completion dates will be discussed in the text of the progress report. Those action items that are no longer relevant, due to changes in either the internal or external environments of the applicant, also should be highlighted for discussion in the text of the report. The update should be a maximum of 20 pages excluding tables and appendices.

The report will be scheduled for review by the IAC (or AAC) at the committee’s meeting closest to the date of receipt of the report. All documentation for review needs to be submitted to the appropriate committee via email (iac@aacsb.edu or aac@aacsb.edu) no later than 8 weeks prior to the meeting date. The IAC normally meets in July, November, February, and April of each year. The AAC normally meets in January, April, and June of each year. Current meeting dates are available on the website.

The appropriate committee will review the report to determine if acceptable progress is apparent. The update report should:

1. Include completed Tables 2-1, 2-2, 15-1, and 15-2. For Accounting, please complete Tables A2-1, A9-1, and A9-2. For the 2018 Accounting Standards please complete Tables A2-1 and A6.

2. Respond to concerns, issues, and/or recommendations requested by the IAC (or AAC) in its most recent decision letter, if any.

3. Explain how the applicant has met the objectives established for the past year. If the objectives have not been met, provide details. (Attach a copy of the action plan time frame originally submitted and any subsequent revised time frames.) When outcomes or milestones are reported, applicants should support that these outcomes are the result of a continuous improvement process with appropriate stakeholder input. IAC (or AAC) review of progress reports will focus on the progress of process development, implementation, and outcomes.

4. Report any changes in the environment (internal or external) that affect the iSER (e.g., a new mission, new president, new dean, changes in enrollment, or deviations from the projected number of faculty as described in the iSER).

5. Explain how existing strengths have been maintained or improved.

6. Report any new areas of necessary improvement that have emerged.

7. Report any other adjustments to the original iSER (e.g., changes in the time frame leading to the self-evaluation for accreditation).

8. Explain how the applicant will have the necessary continuing support and resources from the administration to meet the objectives outlined in the iSER.

9. Indicate approvals of the institution’s chief executive officer (president), chief academic officer (vice president or provost), and business (and accounting, if applicable) academic unit head indicating their certification and continuing commitment.

10. Along with the update report, the IAC (or AAC) requests that you prepare and submit a three to five-page Executive Summary. The Executive Summary should include:
    - A one paragraph to one page statement and written description of your mission and objectives;
    - Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;
A written summary of self-assessed strengths and weaknesses as they relate to AACSB International's standards and the achievement of specific objectives;

- How your strategic plan relates to your mission development activities; and,

- A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

11. In addition to the Progress Report, the IAC (or AAC) request that you prepare and submit an Applicant Profile Sheet. The IAC (or AAC) use the Applicant Profile Sheet as a brief overview and reference document in their review. The template for the Application Profile Sheet are available on our website: Accounting, Business.

Please submit the materials for review to the IAC (iac@aacsb.edu) or AAC (aac@aacsb.edu) no later than 8 weeks prior to the scheduled meeting dates. A confirmation of receipt will be sent within 2 business days. Email attachments totaling more than 20MB will not be received due to server limitations.

Questions related to the content of your report should be directed to your AACSB Staff Liaison.

Criteria for Evaluating the Progress Report

Prior to the committee meeting, the liaison and reader, along with mentor input, develop perceptions and compare notes. If there are differences or if clarification is needed, the liaison will call the applicant dean, program administrator or mentor for more information. At the committee meeting, both the liaison and reader will present their impressions. A discussion will focus on what the applicant has accomplished, as well as areas of concern. The key focus is on whether the applicant is making acceptable progress toward the accomplishment of its iSER and preparation for initial accreditation. If an applicant is not making acceptable progress, the committee will recommend that it withdraw from the process. This review process is depicted below.

The committee decision will be one of four options:

1. Acceptance of the report without issues or concerns.

2. Acceptance of the report with issues to be addressed in the next progress report.

3. Non-acceptance of the report due to inadequacy of information provided or a determination that evidence of acceptable progress toward accreditation is not apparent. In such cases, the committee will outline its concerns and will request a supplemental report.

4. Rejection of the report with a decision to remove the applicant from the process. This option would follow a prior warning that acceptable progress had not been made with the specific concerns to be addressed.

Validation of Progress

Progress reports provide feedback to the committee on the applicant's progress. Applicants should be clear and forthright so that the committee can advise and assist. The mentor with subsequent on-site visits can verify representations of compliance by the applicant with the accreditation standards during the iSER implementation phase. The mentor will provide an evaluation of information and outcomes reported by the applicant in the form of updates on the applicant's progress reports to the IAC (or AAC) liaison. This practice ensures a continuous dialogue and facilitates the flow of accurate information between the applicant and IAC (or AAC).

The accreditation decision will be based upon a direct assessment of continuous improvement and overall high quality. Therefore, the applicant must be in a position to justify its representations at the time of its final self-evaluation report and the peer review team visit. Only by gaining confidence that the standards are being met, obtaining continuous mentor input on questions and concerns, and being as realistic as possible when preparing its report will the applicant be best prepared for the self-evaluation and peer review visit for accreditation.
Appendix I

TEMPLATE: Letter of Application for Initial Accreditation - Acctg

[Date]

[Name of Chair]
Accounting Accreditation Committee
AACSB International
777 S. Harbour Island Blvd., Suite 750
Tampa, FL 33602-5729 USA

aac@aacsb.edu

Dear Chair [Insert Name]:

By means of this letter, [Name of Institution] is applying for AACSB International initial accounting accreditation for our [undergraduate, master's and/or doctoral] degree programs in accounting. We respectfully request a review in [Month and Year] (Please allow time for the team and date selection process. Please give your school sufficient time to prepare and to work with your team chair. AACSB recommends a minimum of 15 months up to 24 months from the date of the IAC letter recommending entering the Initial Accreditation Process). Your school's Self-Evaluation Report (SER) is due 4 Months prior to your visit. Understanding this timeline, [Name of Institution] will submit the SER by the fifteenth of [Month and Year]

Attached are:

1. The list of the degree programs that we offer.
2. The list of degree programs that have been approved for exclusion from review (if applicable, or) current requests for exclusion of specific programs.
3. The list of our Comparison Groups, including Comparable Peers, Competitive Group and Aspirant Group.
4. Completed date and team nomination form.

Sincerely,

(Signature)
Name, President or Chancellor

(Signature)
Name, Provost or Vice-Chancellor for Academic Affairs

(Signature) Name,
Dean School of Business

(Signature)
Name, Chair or Head
Department of Accounting
### Initial Application (Accounting)

#### PART I – Institution Information

<table>
<thead>
<tr>
<th>Name of Institution:</th>
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<tbody>
<tr>
<td>Institution Website Address (URL):</td>
<td></td>
</tr>
<tr>
<td>Name of Business School:</td>
<td></td>
</tr>
<tr>
<td>Business School Website Address (URL):</td>
<td></td>
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<tr>
<td>Name of Accounting Unit:</td>
<td></td>
</tr>
<tr>
<td>Accounting Unit Website Address (URL):</td>
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</tbody>
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#### Mailing Address

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<td>Street Address 2</td>
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<td>State/Province/Region</td>
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<td>Country</td>
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#### Phone/Fax Information

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<tr>
<td>Fax Number (incl. international dialing code)</td>
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</table>

#### Institution/School Personnel

<table>
<thead>
<tr>
<th>Name of the Head of the Business School:</th>
<th></th>
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<tbody>
<tr>
<td>Email Address:</td>
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<tr>
<td>Name of the Head of the Accounting Academic Unit:</td>
<td></td>
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<td>Email Address:</td>
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</table>
PART II – Scope of Accreditation (Eligibility Criterion D)

Degree Programs in Accounting to be Included in Accreditation Review

Please list the degree programs included in the scope of accreditation.

<table>
<thead>
<tr>
<th>Degree Program Name</th>
<th>Level</th>
<th>Location</th>
<th>Date Established (Year Only)</th>
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<tbody>
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Insert additional rows as needed

Degree Programs in Accounting Previously Excluded in Accreditation Review Reported on the BSQ (reporting of excluded programs in the BSQ is optional)

Confirm all degree programs in accounting previously excluded from the review and reported in the BSQ are listed as excluded.

Degree Programs in Accounting Previously Excluded in Accreditation Review and Not Reported on in the BSQ:

Add to Table A.1 and check #8. Please note: previously excluded programs do not require completion of the Exclusion Request Form.

Table A.1 – New Degree Programs in Accounting to be Excluded in Accreditation Review:

List new degree programs in accounting for which you intend to seek exclusion from the accreditation review. Schools must provide the Program Exclusion Request form for each new degree program. Complete every required section of the form (Independence, Program Distinctiveness, and Operational Control), and as many of the optional sections that apply. All request forms are to be included with this application.

The Program Exclusion Request form is provided in Appendix A. An excerpt on program exclusions from Criterion D is provided in Appendix B.

More in-depth information on the basis for exclusion are in the Eligibility Procedures and Standards for Accounting Accreditation, which can be found at https://www.aacsb.edu/accreditation/standards/accounting.
Table A.1 New Degree Programs to be Excluded from Review:

Please complete the table below. A Program Exclusion Request Form (Appendix A) must be completed for each of the below – not including previously excluded programs.

<table>
<thead>
<tr>
<th>Degree Title¹</th>
<th>Major Emphasis¹</th>
<th>Sub Emphasis¹</th>
<th>Department/ Division/ Administrative Unit Conferring Degree²</th>
<th>Basis for Exclusion: (check all that apply)</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>1. Independence³</td>
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<td>2. Program Distinctiveness³</td>
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<td>3. Operational Control³</td>
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<td>4. Subject to Non-Business Accreditation</td>
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<td>5. Specialized Field</td>
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<td></td>
<td>6. Separate Location</td>
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<td>7. Participate But Not Named</td>
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<td></td>
<td>8. Previously Excluded But Not Listed in the BSQ</td>
</tr>
</tbody>
</table>

Insert additional rows as needed

¹List each program by the degree which is offered including majors and/or concentrations.
²Regardless of what colleges, schools, departments, or divisions collaborate to deliver or administer the degree, please indicate the administrative unit which confers the diploma (i.e. College of Business, College of Liberal Arts and Sciences).
³Program must satisfy this category condition to be excluded.
## PART III: Comparison Groups, Peer Review Team Nominations, and Visit Schedules

### Comparison Groups
One of the processes to support an AACSB accreditation review includes the selection of comparison or peer groups to form a relevant context for judgments and assist in the selection of Peer Review Team members. For more information on determining comparison groups, review section XIII of the Initial Accreditation Handbook located on the website at [https://www.aacsb.edu/accreditation/resources/journey/accounting/initial](https://www.aacsb.edu/accreditation/resources/journey/accounting/initial).

Comparable Peers - A minimum of six AACSB accredited comparable peers are necessary to supply the comparable peers statistical data report sent to the school and team prior to your visit if requested.

<table>
<thead>
<tr>
<th>Comparable Group 1</th>
<th>Comparable Group 2</th>
<th>Comparable Group 3</th>
<th>Comparable Group 4</th>
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*Insert additional rows as needed*

Competitive Group – AACSB accredited schools listed here do not count towards the minimum of six AACSB accredited comparable peers or minimum of three AACSB accredited aspirant schools.

<table>
<thead>
<tr>
<th>Competitive Group 1</th>
<th>Competitive Group 2</th>
<th>Competitive Group 3</th>
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*Insert additional rows as needed*

Aspirant Group - A minimum of three AACSB accredited aspirants are necessary to supply the comparable peers statistical data report sent to the school and team prior to your visit if requested.

<table>
<thead>
<tr>
<th>Aspirant Group 1</th>
<th>Aspirant Group 2</th>
<th>Aspirant Group 3</th>
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*Insert additional rows as needed*
**Peer Review Team Nominations**
The Peer Review Team provides the closest interaction between the applicant and AACSB International accreditation. It has the primary responsibility for the accreditation recommendation and must exercise judgment about the quality of the applicants seeking initial accreditation. Typically, a Peer Review Team for Accounting Accreditation consists of three members who are deans with an accounting background and/or heads of the accounting department/unit of the AACSB International Accreditation Council who hold business and accounting accreditation, along with one accounting practitioner as assigned by AACSB. It is recommended that the persons nominated have experience at schools that you would consider among your peers in regards to mission, institution size, degree programs, annual budget, etc.

Please refer to the AACSB Conflict of Interest policy on pages 10-13 of the Policy Governance Manual along with the Travel and Reimbursement guidelines as you consider your nominations. Both are located on the website at (https://www.aacsb.edu/accreditation/resources/policies-and-procedures).

<table>
<thead>
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<th>Nominations</th>
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**Visit Dates**
We request a Peer Review Team visit during one of the following options (please provide 3 to 4 dates).

<table>
<thead>
<tr>
<th>Start Date: (Team arrives in time for team meeting)</th>
<th>Campus visit begins the morning of: (School must be in session)</th>
<th>Second full day:</th>
<th>End Date (Visit concludes by noon. The final meeting is with the President and Provost/Chancellor and Vice Chancellor.)</th>
<th>Rank (in order of preference)</th>
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*Insert additional rows as needed*
PART IV: SIGNATURES

The Head of the Accounting Academic Unit and the institution’s administration have reviewed this information. The institution’s administration confirms that the information in this document is trustworthy and accurate.

☐ By checking this box, I certify the above is true.

<table>
<thead>
<tr>
<th>Title/Position</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>CEO/President/Chancellor</td>
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<tr>
<td>Chief Academic Officer</td>
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<tr>
<td>Head of Business School</td>
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<tr>
<td>Head of Accounting Academic Unit</td>
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Appendix J

When finalizing the Self-Evaluation Report (SER), accounting academic units are encouraged to seek guidance from their team chair who can provide assistance and work with the school to ensure their final SER:

- Tells the institution’s story.
- Is well written and understandable.
- Includes faculty vitae as an appendix.
- Includes summary data, retaining large information compilations on campus, as opposed to including in the report.
- Limits appendices to those directly relevant, and includes a table of contents and cross-references.
- Includes required documents as appendices.
- Is no more than the 50-page limit (excluding tables and appendices) and follows the same format as the iSER.

Along with the final SER, the accounting academic unit needs to prepare and submit a three to five-page executive summary, which should include:

1. A one paragraph to one page statement and written description of your mission and objectives;
2. Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your efforts;
3. Describe the most significant strategies and outcomes related to Engagement, Innovation, and Impact. Examples should include the outcomes linked to the mission and strategic plan. (For additional information, please refer to Appendix I in the eligibility criteria and accreditation standards for accounting accreditation at https://www.aacsb.edu/accreditation/standards/accounting
4. A written summary of self-assessed strengths and weaknesses as they relate to AACSB International’s standards and the achievement of specific objectives;
5. How your strategic plan relates to your mission development activities; and,
6. A written section listing up to five effective practices, which are unique or inherent to the success of your operations.

Provide the executive summary as an attachment.

Documents that must be submitted as appendices with the final SER:
- Executive summary
- Accounting unit’s current strategic plan
- Tables A2-1 and A6
- Faculty vitae

Report and appendices submission guidelines:
- The final SER and accompanying documentation are due to AACSB and the accounting unit’s peer review team no later than 4 months prior to the start of the campus visit.
- Email documents to aac@aacsb.edu and each of your peer review team members as listed on your team roster (copy the team on the email to AACSB).
  - NOTE: The peer review team has the option to request a hard copy of submitted items. Mail hard copies directly to the team members as listed on your team roster.
- There is a page limit of 50 pages (not including tables and required documentation).
- Email attachments totaling at least 20MB will not be received due to server limitations.
- A confirmation of receipt will be emailed within 2 business days.
Appendix K
INITIAL ACCREDITATION DRAFT PREVISIT LETTER

[Date]

[Dean/Accounting Administrator]
[Address]

Dear [Dean/Professor]:

The AACSB International Peer Review Team has completed its analysis of your Self-Evaluation Report for [initial accreditation] of the [undergraduate, master's, doctoral] degree programs in [business or accounting] offered by [institution name]. The [Initial Accreditation Committee or Accounting Accreditation Committee] concurs with the team’s analysis for initial accreditation and with the team’s recommendation that the on-site review be conducted as scheduled. (See NOTE on last page of template if no visit is recommended.)

There are a number of important objectives of the previsit review and analysis of your Self-Evaluation Report including:

1. Helping the team gain familiarity with your [business or accounting] programs, school, and institution.
2. Identifying issues to explore and discuss during the visit.
3. Determining additional information, if any, the team requires prior to or during the visit.
4. Allowing the team an opportunity to begin forming recommendations for quality enhancement and continuous improvement.
5. Helping to ensure consistency across schools in assessing performance relative to your particular mission and AACSB International accreditation standards.

The purpose of the peer review process, including the on-site review, is to:

1. Confirm the existence of functioning processes and controls that ensure continuous improvement and the accomplishment of the school’s mission and objectives.
2. Review the measurable outcomes of achievement and the functioning of processes designed to produce the stated outcomes.
3. Analyze the school’s achievement of each accreditation standard and determine the reasonableness of any deviations from the accreditation standards.
4. Assess the school’s achievement of overall high quality.
5. Make a recommendation to the [Initial Accreditation Committee or Accounting Accreditation Committee] regarding [business or accounting] accreditation.
6. Provide consultation to the school, when requested.
[Use the following if applicable, otherwise state the team's overall assessment of the Self-Evaluation Report and presentation:] The Peer Review Team commends you, your faculty, and staff for preparing an effective Self-Evaluation Report. The document is well written, generally thorough and reflects the hard work of its authors. It also reflects the professionalism of the individuals who are responsible for the programs that are described therein.

While your report provides considerable information, the team has a number of questions. In the attached analysis, a number of specific issues and concerns have been identified that we wish to have addressed. Noted is whether additional information is required prior to or during the visit. Naturally, during the course of the visit, there may be additional issues to be discussed.

Our major concerns, based upon our overall assessment of your Self-Evaluation Report, are:

1. [Briefly list/summarize major concerns that were raised or left unanswered by the Self-Evaluation Report.]

Please respond in writing to this previsit letter and accompanying standard-by-standard analysis. Send all requested previsit information to each team member no later than [insert date at least two weeks prior to visit]. In addition, please send one copy to [NAME, Chair, Initial Accreditation Committee or NAME, Chair, Accounting Accreditation Committee – see https://www.aacsb.edu/accreditation/volunteers/committees for appropriate names], in care of the AACSB International office. The response may be submitted electronically to team members, with a copy to the accreditation committee chair (IAC@aacsb.edu or AAC@aacsb.edu).

In the near future, we will contact you to continue planning for the [date] visit to your campus. Please feel free to contact me should you have any questions.

Sincerely,

[Signature]
Peer Review Team [Chair or Accounting Chair]


c: [Dean, if this is an accounting letter]
Peer Review Team Members:
[list names]
[Chair, Initial Accreditation Committee] if a business and accounting review and this is the accounting letter
[Chair, Accounting Accreditation Committee] if a business and accounting review and this is the business letter
The [Initial Accreditation Committee or Accounting Accreditation Committee] concurs with the team’s recommendation that a visit to your institution would be premature at this time. The team believes, and the Committee concurs, that the nature of the concerns summarized below and detailed on the attached, could not adequately be addressed in the near future. We encourage you to continue your pursuit of accreditation, and offer the service of AACSB International to assist you however possible. Should you elect to pursue a visit as originally scheduled, despite this recommendation, please provide a written communication within two weeks to [Chair (name), Initial Accreditation Committee or Chair (name), Accounting Accreditation Committee] in care of the AACSB International office.
PEER REVIEW TEAM ANALYSIS OF SELF-EVALUATION REPORT
FOR BUSINESS ACCREDITATION
AND REQUESTS FOR ADDITIONAL INFORMATION

STANDARD-BY-STANDARD ANALYSIS
(Differentiate whether requests are due prior to or during the visit)

ELIGIBILITY PROCEDURES [Paragraph(s) describing comments, requests, if any]
Core Values A through C
General Criteria D through F

STRATEGIC MANAGEMENT AND INNOVATION STANDARDS [Paragraph(s) describing comments, request, if any]
Standard 1: Mission, Impact, and Innovation
Standard 2: Intellectual Contributions, Impact, and Alignment with Mission
Standard 3: Financial Strategies and Allocation of Resources

PARTICIPANTS – STUDENTS, FACULTY, AND PROFESSIONAL STAFF STANDARDS [Paragraph(s) describing comments, request, if any]
Standard 4: Student Admissions, Progression, and Career Development
Standard 5: Faculty Sufficiency and Deployment
Standard 6: Faculty Management and Support
Standard 7: Professional Staff Sufficiency and Deployment

LEARNING AND TEACHING STANDARDS [Paragraph(s) describing comments, request, if any]
Standard 8: Curricula Management and Assurance of Learning
Standard 9: Curriculum Content
Standard 10: Student-Faculty Interactions
Standard 11: Degree Program Educational Level, Structure, and Equivalence
Standard 12: Teaching Effectiveness

ACADEMIC AND PROFESSIONAL ENGAGEMENT STANDARDS [Paragraph(s) describing comments, request, if any]
Standard 13: Student Academic and Professional Engagement
Standard 14: Executive Education
Standard 15: Faculty Qualifications and Engagement

GENERAL COMMENTS [Paragraph(s) describing other general comments, requests not covered on above paragraphs]
INSTITUTION
[ACADEMIC UNIT]

PEER REVIEW TEAM ANALYSIS OF SELF-EVALUATION REPORT
FOR ACCOUNTING ACCREDITATION
AND REQUESTS FOR ADDITIONAL INFORMATION

2013 STANDARD-BY-STANDARD ANALYSIS
(Differentiate whether requests are due prior to or during the visit)

ELIGIBILITY PROCEDURES [Paragraph(s) describing comments, requests, if any]
Core Values A through C
General Criteria D through F

STRATEGIC MANAGEMENT AND INNOVATION STANDARDS [Paragraph(s) describing comments, request, if any]
Standard A1: Accounting Academic Unit Mission, Impact and Innovation
Standard A2: Accounting Intellectual Contributions’ Impact and Alignment with Mission
Standard A3: Financial Strategies and Allocation of Resources

PARTICIPANTS – STUDENTS, PROFESSIONAL STAFF, AND FACULTY STANDARDS [Paragraph(s) describing comments, request, if any]
Standard 4: Student Admissions, Progression and Career Development
Standard A4: Accounting Faculty Sufficiency and Deployment
Standard 6: Faculty Management and Support
Standard 7: Professional Staff Sufficiency and Deployment

LEARNING AND TEACHING STANDARDS [Paragraph(s) describing comments, request, if any]
Standard A5: Accounting Curricula Management and Assurance of Learning
Standard A6: Accounting Program Curricula Content
Standard A7: Information Technology Skills and Knowledge for Accounting Graduates
Standard 9: Curricula Content (for all business degrees)
Standard 10: Student-Faculty Interactions
Standard 11: Degree Program Educational Level, Structure, and Equivalence
Standard 12: Teaching Effectiveness

ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS STANDARDS [Paragraph(s) describing comments, request, if any]
Standard A8: Faculty Professional Credentials
Standard A9: Accounting Faculty Qualifications and Engagement/Professional Interactions
Standard 13: Student Academic and Professional Engagement
Standard 14: Executive Education

GENERAL COMMENTS [Paragraph(s) describing other general comments, requests not covered on above paragraphs]
PEER REVIEW TEAM ANALYSIS OF SELF-EVALUATION REPORT
FOR ACCOUNTING ACCREDITATION
AND REQUESTS FOR ADDITIONAL INFORMATION

2018 STANDARD-BY-STANDARD ANALYSIS
(Differentiate whether requests are due prior to or during the visit)

ELIGIBILITY PROCEDURES [Paragraph(s) describing comments, requests, if any]
Core Values A through C
General Criteria D through F

STRATEGIC MANAGEMENT AND INNOVATION STANDARDS [Paragraph(s) describing comments, request, if any]
Standard A1: Accounting Academic Unit Mission, Impact and Innovation
Standard A2: Accounting Intellectual Contributions’ Impact and Alignment with Mission
Standard A3: Financial Strategies and Allocation of Resources

PARTICIPANTS – STUDENTS, PROFESSIONAL STAFF, AND FACULTY STANDARDS [Paragraph(s) describing comments, request, if any]
Standard 4: Student Admissions, Progression and Career Development
Standard 6: Faculty Management and Support
Standard 7: Professional Staff Sufficiency and Deployment

LEARNING AND TEACHING STANDARDS [Paragraph(s) describing comments, request, if any]
Standard A4: Accounting Curricula Content, Management and Assurance of Learning
Standard A5: Information Technology Skills and Knowledge for Accounting Graduates
Standard 9: Curricula Content (for all business degrees)
Standard 10: Student-Faculty Interactions
Standard 11: Degree Program Educational Level, Structure, and Equivalence
Standard 12: Teaching Effectiveness

ACADEMIC AND PROFESSIONAL ENGAGEMENT AND PROFESSIONAL INTERACTIONS
STANDARDS [Paragraph(s) describing comments, request, if any]
Standard A6: Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment
Standard 13: Student Academic and Professional Engagement
Standard 14: Executive Education

GENERAL COMMENTS [Paragraph(s) describing other general comments, requests not covered on above paragraphs]
### Appendix L
Sample Initial Accreditation Visit Schedule – Accounting

<table>
<thead>
<tr>
<th>Day One</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>17:30</td>
<td>Peer Review Team Meeting at Hotel</td>
</tr>
<tr>
<td>19:30</td>
<td>Dinner Leadership Team/Accreditation Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day Two</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Breakfast and Campus Tour</td>
</tr>
<tr>
<td>8:30</td>
<td>Introduction to school staff, overview of base room</td>
</tr>
</tbody>
</table>

**Strategic Planning:**

| 9:00 | Meeting with School Leadership Team to discuss Strategic Planning, Financial Strategies | Deans, Vice Deans, Accounting Department Chair |
| 9:45 | Break | |

**Curricula Management/Assurance of Learning:**

<p>| 10:00 | Assessments | College Planning &amp; Strategy Committee (Accounting Representative) |
| 10:45 | Planning &amp; Strategy | College Assessment Coordinators and Accounting Assessment Coordinator |
| 11:30 | Break | |
| 11:45 | Student Support and Advising | Assistant Deans, and Director of the Academic Success Center |
| | Technological and Other Support Activities | ISM Manager and Assistant Dean, Special Projects |
| | Internships and Career Preparation | Accounting Internship Coordinator Career Planning and Placement Director |
| 12:30 | Working Lunch | |
| 13:30 | Tenure &amp; Promotion | College Committee and Accounting Representatives |
| 14:30 | Meeting with Dean of Learning &amp; Teaching on Assurance of Learning processes | Dean, Learning &amp; Teaching, Accounting Department Chairs |
| 16:00 | Team Meeting | |
| 17:00 | Depart to Hotel | |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>18:00</td>
<td>Dinner</td>
<td></td>
</tr>
</tbody>
</table>

**Day Three**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Breakfast</td>
<td>Department Head and Accreditation Coordinator</td>
</tr>
<tr>
<td>8:30</td>
<td>Accounting Student Organizations</td>
<td>Beta Alpha Psi &amp; Accounting Society</td>
</tr>
<tr>
<td>9:15</td>
<td>Presentation on engaging with industry for student learning outcomes</td>
<td>Dean, Accounting Department Chair, Dean-Learning &amp; Teaching, Professional Development Coordinator, Program Director and other selected staff</td>
</tr>
<tr>
<td>11:30</td>
<td>Lunch with Student Leaders</td>
<td></td>
</tr>
<tr>
<td>13:00</td>
<td>Meet with Accounting Department Tenured Faculty</td>
<td>Accounting Department Tenured Faculty</td>
</tr>
<tr>
<td>13:45</td>
<td>Accounting Department Nontenured Faculty</td>
<td>Instructors, Adjunct Instructors, and Visiting Assistant Professor</td>
</tr>
<tr>
<td>14:30</td>
<td>Meet with Department Heads and MBA Director</td>
<td>Department Heads and MBA Director</td>
</tr>
<tr>
<td>16:00</td>
<td>Time for PRT to work on Report</td>
<td></td>
</tr>
<tr>
<td>17:00</td>
<td>Depart off-site campus for Hotel; PRT Dinner alone at Hotel</td>
<td></td>
</tr>
</tbody>
</table>

**Day Four**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>PRT Breakfast at Hotel</td>
<td>PRT Members</td>
</tr>
<tr>
<td>8:30</td>
<td>Debrief with Deans, Vice Deans</td>
<td>Deans, Vice Deans, and Department Head</td>
</tr>
<tr>
<td>9:30</td>
<td>Exit Interview with Vice Chancellor and Deputy Vice Chancellor</td>
<td>Vice Chancellor, Deputy Vice Chancellor</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Return to Hotel for Departure</td>
<td></td>
</tr>
</tbody>
</table>
Appendix M
Initial Team Report (Accounting)

I. Introduction

In preparing the accounting academic unit’s Team Report, the Peer Review Team will assimilate the relevant information, constructively assess and perform a micro and macro analysis to (1) assess the accounting academic unit’s performance relative to each standard; (2) determine how the accounting academic unit’s policies and practices, in relation to each standard, affect achievement and continuity of overall high quality; and (3) consider whether or not the accounting academic unit’s processes lead to outcomes that are consistent with its mission and objectives. The Team performs a standard by standard review of the accounting academic unit’s situation. Additionally, the report notes the processes utilized by the accounting academic unit to ensure achievement of the standards, as well as those processes that may inhibit achievement of the standards.

II. Team Recommendation

The team recommendation reflects the opinion of the Peer Review Team only. It will be reviewed for concurrence or remanded to the team by the appropriate accreditation committee. The role of the accreditation committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the school should send the team any comments and corrections related to factual information noted in this report.

Please choose one of the following recommendations:

(Select one)

Initial Accreditation: The recommendation of the Peer Review Team is that the selected degree programs in accounting offered by the institution be granted initial accreditation with a Continuous Improvement Review to occur in year five. Concurrence by the accreditation committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the school will be notified. The school must wait for this official notification before making any public announcement. AACSB International provides a list of schools achieving accreditation to its members and the public.

Deferral Review: The recommendation of the Peer Review Team is that the initial accreditation review of the selected degree programs in accounting offered by the institution be deferred for an additional year. Deferral of initial accreditation is for one year and does not require ratification by the Board of Directors because deferral does not change the unaccredited status of the school. Concurrence by the accreditation committee is, however, required prior to official notification. Schools participating in these on-going reviews are not announced or communicated by AACSB International to its members or the public.

Denial of Accreditation: The recommendation of the Peer Review Team is that the selected degree programs in accounting offered by the institution be denied initial accreditation. Concurrence by the accreditation committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the
school will be notified. Denial of initial accreditation is not announced or communicated by AACSB International to its members or the public.

The Accounting Accreditation Committee will review this report, and any response from the school, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The committee will meet at the selected date. (Dates of upcoming committee meetings can be found here: https://www.aacsb.edu/accreditation/volunteers/committees

Identification of Areas That Must Be Addressed Prior to First Continuous Improvement Review
The first continuous improvement review will occur in five years. With this in mind, closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

Identification of Areas That Must Be Addressed During Deferral Review
Please list each standard for which a quality issue has been identified. For each listed standard, please provide a brief description of the findings leading to the concerns and any suggestions for improvement. Also include any specific reporting expectations for the school’s Deferral Review Report

Overall High Quality, Continuous Improvement Environment, and Ability to Achieve Desired Outcomes

III. Assessment

Assessment of Overall High Quality:

Continuous Improvement Environment and Outcomes:

Ability to Achieve Desired Outcomes:

Eligibility Criterion A: Ethical Behavior
The accounting academic unit must encourage and support ethical behavior by students, faculty, administrators, and professional staff.

Eligibility Criterion B: Collegiate Environment
The accounting academic unit maintains a collegiate environment in which students, faculty, administrators, professional staff, and practitioners interact and collaborate in support of learning, scholarship, and community engagement.

Eligibility Criterion C: Commitment to Corporate Social Responsibility
The accounting academic unit must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures) through its policies, procedures, curricula, research, and/or outreach activities.
Eligibility Criterion D: Accounting Accreditation Scope and AACSB Membership
An applicant for AACSB accounting accreditation must be a well-defined, established accounting academic unit that is part of or affiliated with an academic entity or business academic unit that is a member of AACSB in good standing, holds AACSB business accreditation, or is an applicant for AACSB business accreditation concurrently with the application for AACSB accounting accreditation. The academic entity may be defined as an institution authorized to award bachelor’s degrees or higher (in business and accounting) or a business academic unit within such an institution.

Eligibility Criterion E: Oversight, Sustainability, and Continuous Improvement
The accounting academic unit must be structured to ensure proper oversight, accountability, and responsibility for accounting academic operations; it must be supported by continuing resources (human, financial, infrastructure, and physical); and it must have policies and processes for continuous improvement.

Eligibility Criterion F: Policy on Continued Adherence to Standards and Integrity of Submissions to AACSB
All degree programs included in the AACSB accounting accreditation review must demonstrate continuing adherence to the AACSB accounting accreditation standards and applicable business accreditation standards. Accounting academic units are expected to maintain and provide accurate information in support of each accreditation review.

The Peer Review Team should restate the major issues noted in the pre-visit analysis of the Self Evaluation Report. Please indicate what evidence, provided by the school, has convinced the Team that the specific major issue is satisfactorily addressed, or please indicate how the issue will be addressed and when.

Please indicate within each of the Standards listed on the following pages the Team's findings, including any specific comments regarding items that the school should closely monitor and/or any items where a quality issue has been identified.

Strategic Management and Innovation for Accounting Academic Units

Accounting Standard 1: Accounting Academic Unit Mission, Impact, and Innovation (Related Business Standard 1)
The accounting academic unit articulates a clear and distinctive mission, the expected outcomes this mission implies, and the strategies it will employ to achieve these outcomes. The unit has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with its mission, expected outcomes, and strategies.

Accounting Standard 2: Accounting Intellectual Contributions’ Impact and Alignment with Mission (Related Business Standard 2)
The accounting academic unit produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of accounting, business, and management.

Accounting Standard 3: Financial Strategies and Allocation of Resources (Related Business Standard 3)
The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.
Participants – Students, Faculty, and Professional Staff

Business Standard 4: Student Admissions, Progression, and Career Development
Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies.

Accounting Standard 4: Accounting Faculty Sufficiency and Deployment (Related Business Standard 5)
The accounting academic unit maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty.

Business Standard 6: Faculty Management and Support
The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies.

Business Standard 7: Professional Staff Sufficiency and Deployment
The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission.

Accounting Learning and Teaching

Accounting Standard 5: Accounting Curricula Management and Assurance of Learning (Related Business Standard 8)
The accounting academic unit uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

Accounting Standard 6: Accounting Program Curricula Content
Curriculum content is appropriate to professional expectations and requirements for each accounting degree program and the related learning goals.

Accounting Standard 7: Information Technology Skills and Knowledge for Accounting Graduates
Consistent with mission, expected outcomes, and supporting strategies, accounting degree programs include learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. Included in these learning experiences is the development of skills and knowledge related to data creation, data sharing, data analytics, data mining, data reporting, and storage within and across organizations.

Business Standard 9: Curriculum Content
Curriculum content is appropriate to general expectations for the degree program type and learning goals.
Business Standard 10: Student-Faculty Interactions
Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals.

Business Standard 11: Degree Program Educational Level, Structure, and Equivalence
Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence.

Business Standard 12: Teaching Effectiveness
The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.

Accounting Academic and Professional Engagement and Professional Interactions

Accounting Standard 8: Faculty Professional Credentials
The accounting academic unit's faculty, as a whole, includes a sufficient number of individuals with professional accounting credentials, qualifications, certifications, and professional experience, and the unit deploys these individuals in ways that are consistent with the unit's mission, expected outcomes, and supporting strategies.

Accounting Standard 9: Accounting Faculty Qualifications and Engagement/Professional Interactions
(Related Business Standard 15)
The accounting academic unit maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement and professional interactions that sustain the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.

Business Standard 13: Student Academic and Professional Engagement
Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.

Business Standard 14: Executive Education
If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs.

IV. Identification of the school’s success in demonstrating engagement, innovation, and impact outcomes.

V. Commendations of Strengths, Unique Features and Effective Practices

Commendations of Strengths, Unique Features and Effective Practices: Provide a brief description of strengths, and/or unique/distinctive features of the applicant and examples of effective practices that demonstrate leadership and high quality continuous improvement.
VI. Opportunities for Continuous Improvement

Opportunities for Continuous Improvement: For continuous improvement purposes of quality programs, every Team Visit Report should include a summary of the respective opportunities as related to the accreditation standards.

<table>
<thead>
<tr>
<th>Relevant Standard(s)</th>
<th>Recommended Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This question allows additional rows.

VII. Summary of Visit

Description: Please provide a brief description of the accounting academic unit, including its size and the institutional setting.

Scope: Please confirm that all degree programs are appropriately listed below.

<table>
<thead>
<tr>
<th>Name of Degree Program</th>
<th>Level</th>
<th>Location(s)</th>
<th>Date Established (Year Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If there are any additional programs that should be included in the accreditation review or required changes to degree titles, majors, etc., then please include this information below.

List of Comparison Groups

Comparable Peers (School Name)

Competitive Schools (School Name)

Aspirant Schools (School Name)
Visit Team Members: On-site review dates and names of the full team

<table>
<thead>
<tr>
<th>Review Visit Dates:</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Members:</th>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please attach a copy of the Accreditation Review Visit Schedule.

Optional: Provide any additional information the team received outside of the Self Evaluation Report that may not be included in myAccreditation (i.e. updated faculty tables, etc.). Additionally, please upload the applicant's response to the team report, if provided.
I. Team Recommendation

The team recommendation reflects the opinion of the Deferral Review Team only. It will be reviewed for concurrence or remanded to the team by the appropriate accreditation committee. The role of the accreditation committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to factual information noted in this report. A copy should also be sent to the appropriate committee chair in care of the AACSB International office.

A. Team Recommendation

(Based on the team recommendation, include only one of the following paragraphs):

Initial Accreditation: The recommendation of the Deferral Review Team is that the (undergraduate, master's, and doctoral) degree programs in accounting offered by (Name of Institution) be granted initial accounting accreditation with a Continuous Improvement Review to occur in year five. Concurrence by the accreditation committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement. AACSB International provides a list of applicants achieving accreditation to its members and the public.

Denial of Accreditation: The recommendation of the Deferral Review Team is that the (undergraduate, master's, and doctoral) degree programs in accounting offered by (Name of Institution) be denied initial accounting accreditation. The educational quality issues relating to the accreditation standards are listed below. Concurrence by the accreditation committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. Denial of initial accounting accreditation is not announced or communicated by AACSB International to its members or the public.

B. Subsequent Review of Team Recommendation

Within ten days following the visit, the team provides the Deferral Review Team Visit Report to the school and the Accounting Accreditation Committee Chair. Prior to issuing the final report to the school and the Accounting Accreditation Committee, the school should be provided a review of the report in order to offer any clarifying comments and corrections related to factual information noted in the report. Should the school like to provide a response, please respond in writing to the AAC via aac@aacsb.edu.

The Accounting Accreditation Committee will review this report, and any response from the applicant, at its next scheduled meeting (normally, provided that the report is received at least
three weeks in advance of the meeting). The committee will meet [contact AACSB International for applicable dates].

The Board of Directors will consider for ratification via electronic ballot the team recommendations to extend accreditation or suspend accreditation that have concurrence from the Accounting Accreditation Committee, as soon as possible after the accreditation committee concurrence.

II. Identification of Areas That Must Be Addressed Prior to First Continuous Improvement Review
(This section applicable only if Deferral Review Team is recommending Initial Accounting Accreditation)

The first continuous improvement review will occur in five years. With this in mind, the [Name of Academic Unit] should closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:
(Insert concerns)

III. Relevant Facts and Assessment of Strengths and Weaknesses on a Standard-by-Standard Basis in Support of the Team Accreditation Recommendation

(Please list each standard for which a quality issue was identified in Section II of the original Peer Review Team Visit Report. For each listed standard, please provide a detailed analysis of how the issue has been, or has not been, addressed and the evidence supporting the team's assessment.)

IV. Summary of Review

A. Deferral Review Team Members

<table>
<thead>
<tr>
<th>Team Role</th>
<th>Name</th>
<th>Institution / Corporate Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Member</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Visit Schedule (If applicable - List the persons and activities included in the on-site review.)

C. Materials Reviewed (List all documents and materials provided by the applicant and reviewed by the Deferral Review Team.)