

## Eligibility Application for Business Accreditation 2020 Standards

Eligibility applications may be submitted at any time, but the school should ensure it is using the most updated version of the application. The most current template can be found [on the website](#) and the editable version is provided by AACSB staff upon request.

### Institutional Information

Name of Institution			
Institution Website Address (URL)			
Name of Business School			
Business School Website Address (URL)			
Mailing Address			
City		State/Province/Region	
Postal Code		Country	
Telephone Number (incl. international dialing code)		Fax Number	
Name/Title of the Head of the Business School (Dean or equivalent)		Name/Title of the Institution's Chief Executive Officer or equivalent (President, Chancellor, Rector, etc.)	
Email address		Email address	
Telephone Number		Telephone Number	

\*In this form the term “Business School” refers to the unit(s) offering business degrees and seeking accreditation. The term “Institution” refers to the organization/university of which the business school is a part. If the business school is independent of any larger organization or has been approved by AACSB as the unit pursuing accreditation, then the boxes referring to the school should be left blank. More information on accreditation scope is provided in Part VI below.

**Objective**

The purpose of this Eligibility Application is to demonstrate that the school is positioned to achieve accreditation within the allotted timeframe. The information provided will enable the Eligibility Review Committee (ERC) to evaluate the school’s readiness to enter the accreditation process.

**Part I - Background Information**

1. Please list the year the institution and/or business school was founded.
2. Describe the educational system within your country or region and the environment in which you offer degree programs. Describe your school’s relationship with any governmental bodies (i.e. ministry of education, board of regents, system of institutions, etc.) and/or relationships with non-governmental entities related to the governance and oversight of your institution and the business academic unit. Also, please indicate if the business school is subject to quality assurance regulations from governmental, national or other quality assessment entities.
3. Provide the mission and vision of the business school.
  - Mission
  - Vision
4. Has the school previously applied for, pursued or earned AACSB accreditation?  Yes  No. If yes, please indicate when: \_\_\_\_\_.
5. List five AACSB accredited schools that you consider to be comparable to your business school. Provide a brief explanation for each school as to why you feel it is comparable to your school. The list of AACSB-accredited schools is available here: <https://aacsb.edu/accreditation/accredited-schools>

School Name	Explanation

## Part II - Eligibility Criteria

### Overview

This section ensures the school meets the requirements to pursue AACSB accreditation. The school must demonstrate alignment with eligibility criteria or provide a clear plan to achieve alignment within the allotted time.

### Key points to address

- 1. The number of full-time faculty should be sufficient to support the mission, strategies, and expected outcomes of the school. Normally, the school should have at least 16 full-time faculty at the time the school is invited for an initial accreditation visit. For a school entering the initial process who has less than 16 full-time faculty, the initial accreditation committee may allow a school to proceed into the initial accreditation process if they believe the school can reasonably achieve the goal of a minimum of 16 full-time faculty at the time of the initial accreditation visit. If the school is not able to reach this goal, this deficiency may cause the initial accreditation committee to decline inviting the school to an initial accreditation visit.**

If the school does not have at least 16 full-time faculty, describe the planned strategies to reach the minimum limit of 16 full-time faculty by the time of the initial visit.

To address this criterion, complete the following table, providing the aggregate number of faculty members based on their highest degree earned in each discipline for the most recently completed academic year. The disciplines are defined by the school in the context of its mission<sup>(1)</sup>. Normally, the disciplines should align with the degree programs and/or majors offered by the school. However, not every degree program must have an identified discipline. The school should list business disciplines and business faculty only. Faculty teaching non-business courses do not have to be included (e.g. foreign language courses, lower-level communication courses, calculus, IT).

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<sup>(1)</sup> Commonly observed business disciplines include accounting, business law, economics, finance, management, marketing, and information systems (or another form of information systems, such as management information systems or information technology/operations management).

Disciplines	Faculty Academic Year:						
	Full-Time <sup>(2)</sup>			Part-Time			Total
	Doctoral	Master's	Bachelor's	Doctoral	Master's	Bachelor's	
<b>Total</b>							

2. The school should be in good standing with its governing body (e.g., Ministry of Education, regional accreditor, etc.). “Good standing” means the school is not on probation or under an investigation related to a significant legal or ethical breach, or a breach of the governing bodies’ rules and processes.

- Please provide a link below or include an attached document certifying the school is in good standing with an appropriate governing body.

3. The school offers at least one baccalaureate and/or graduate degree program (or equivalent) in business administration, management, or accounting independently through their institution, and not in partnership with (an)other institution(s). Additionally, the majority of the degrees awarded by the school must be at the bachelor’s level or above.

Applicant school offers at least one baccalaureate and/or graduate degree program through its own institution, in the areas named above.  Yes  No

4. At the time of initial accreditation, a majority of in scope degree programs have produced graduates during at least two consecutive years.

- A majority of the applicant school’s programs have or will produce graduates for at least two consecutive years at the time of initial accreditation.

5. The school agrees to complete AACSB’s *Business School Questionnaire* modules annually.

- Applicant school certifies it will annually complete the Business School Questionnaire via [DataDirect](#). More information on the annual surveys can be found [here](#).

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<sup>(2)</sup> AACSB does not provide definitions for full-time vs part-time faculty to allow schools to provide their definitions. Faculty contractual relationships, title, tenure status, full-time or part-time status, etc., can help to explain and document the work of faculty, but these factors are not perfectly correlated with participation or with the most critical variables in assessing faculty sufficiency, deployment, and qualifications.

**6. The application for accreditation must be supported by the head of the business school and the institution's chief executive officer or equivalent (President, Chancellor, Rector, etc.), regardless of the entity seeking AACSB accreditation.** In the case of stand-alone business school and approved units, only the head of business school is needed.

- Please provide a brief description of how the head of the business school and the institution's chief executive officer or equivalent support the applicant school's pursuit of AACSB accreditation:

**7. The school agrees to abide by the Guiding Principles contained in the AACSB accreditation standards.**

Applicant school certifies it will continue to abide by the Guiding Principles contained in the accreditation standards. The school will describe in Part III of this application how it adheres to the Guiding Principles.

VIEW ONLY

## Part III – Guiding Principles

Guiding principles underpin the shared ideals of AACSB accreditation. They guide accredited schools in behaviors, values, attitudes, and choices as they relate to strategy and operations of the business school. By pursuing and achieving AACSB accreditation, each accredited school stands by and supports these guiding principles.

For initial applicants, alignment with these guiding principles and accreditation criteria is viewed as the first step in the accreditation process. As such, the documentation a school provides in response to the principles is a signal of its commitment to the underlying core values outlined in this section: and of the school's likelihood of achieving accreditation in a reasonable period. Guiding principles are thus an essential element of the eligibility application.

### 1. Ethics and Integrity

The school encourages and supports ethical behavior and integrity by students, faculty, administrators, and staff in all its activities. The school is expected to have appropriate policies and procedures that attest to a strong emphasis on ethical behavior as well as a mechanism for identifying and remediating behavior by those associated with the conduct of the business school. It is expected that internal disputes between students and faculty, or faculty and administration are dealt with at the school level. In particular, individual faculty personnel disputes are to be dealt with through local school channels. Only pervasive issues with systemic implications rise to the level of AACSB involvement and fall under the purview of this provision (e.g. a pattern of systematic discrimination against a particular group of students or faculty).

The school should provide:

- A summary of published policies and procedures to support legal and ethical behaviors across all stakeholders (students, faculty, staff).
- A description of programs available to educate participants about ethical policies and procedures.
- A description of the systems for detecting and addressing breaches of ethical behaviors, such as honor codes and disciplinary systems to manage inappropriate behavior.
- A description on how ethics is incorporated in the school's curriculum.
- Web links to published policies and procedures to support legal and ethical behaviors across all stakeholders.

### 2. Societal Impact

Societal impact as an expectation of all accredited schools reflects AACSB's vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school's mission and strategic plan. This includes an expectation that the school explicates its intended strategies to affect a positive impact on society, that the school's curriculum contains some components relating to societal impact, that the school's intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.

The school should provide evidence that:

- The school identified strategies to have a positive impact on society.
- The school's curriculum contains some components relating to societal impact.
- The school's intellectual contributions portfolio contains some contributions focused on societal impact.
- The school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact.

### **3. Mission-Driven Focus**

AACSB accreditation focuses on outcomes achieved through mission-related activities of the institution. As part of maintaining a robust strategic plan, each school identifies its specific mission, strategies, and expected outcomes. The school, then, is evaluated by peers against its stated mission to determine if its activities are aligned with its stated mission. This allows a wide variety of schools to maintain AACSB accreditation.

The school should:

- Describe how the mission influences decision-making in the school, 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 school's constituencies, including learners, employers, and other stakeholders; and discuss how the mission positively contributes to society, business education, and the success of graduates.
- Describe the mission of the school in relation to the mission of any larger organization of which it is a part.

### **4. Peer Review**

The peer review process is a defining characteristic of AACSB accreditation. Peer review is characterized by professional judgment, collegiality, and a commitment to AACSB's guiding principles. Because the accreditation standards are more principles-based than rules-based, more subjectivity is introduced into the peer review process. Consequently, the experience and training of the peer review team members is critical, which is why they are required to participate in formal training. Schools are strongly encouraged to establish and maintain clear and constant communication with the peer review team and share materials early so that any areas of substantive difference can be discussed prior to the visit. Peer review judgment, through the visit and the subsequent committee evaluation and board ratification, and absent a formal appeal by the school, is what ultimately prevails.

The school should:

- Understand, acknowledge, and commit to adhering to the peer review process.

### **5. Continuous Improvement**

The school demonstrates a commitment to a culture of continuous improvement that yields high-quality outcomes. Consistency of performance over time and stability of oversight of the accredited school or unit is a key element of continuous improvement. The school demonstrates financial vitality, sustainability, and financial resources sufficient to achieve its operational and strategic goals for the foreseeable future.

The school should:

- Describe how the organizational structure and processes ensure continuous improvement and accountability in accomplishing the school's mission.
- Explain how the school manages its curricula to ensure relevance to market demands and describe its approach to assessing student learning outcomes, fostering a culture of continuous assessment and enhancement of educational quality.

### **6. Collegiality**

The school maintains a collegiate environment. Mutual respect, collaboration, and trust are pursued to enable the business school to promote a positive culture that is supportive of the school's strategic mission and goals, faculty development, learner success, and thought leadership. The school promotes shared governance and active participation by a cross-section of faculty in university and college service.

The school should:

- Describe the environment in which learners, faculty, administrators, professional staff, and practitioners interact; provide examples of activities that demonstrate the ways they interact; and show how the school supports such interactions.
- Discuss the governance process, indicating how faculty are engaged or how faculty otherwise inform decisions across the business school and institution.
- Provide web links to published documents that characterize the culture and environment of the school, including statement of values, faculty and student handbooks, etc.

## **7. Agility**

The school maintains a future-oriented mindset, with an eye to the knowledge, skills, and abilities needed by both faculty and learners, and adjusts curriculum content and faculty skill sets where trends in business education, employer feedback, and best practices clearly emerge. Strategic thinking is embraced, and best practices are sought in support of continuous improvement.

The school should:

- Describe how it develops agility among learners and faculty, recognizing the need for continual learning of new skills needed by professionals to succeed in the workplace.

## **8. Global Mindset**

The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business careers in a global context. Learners should be exposed to cultural practices different than their own.

The school should:

- Provide evidence that the curriculum educates learners on the global nature of business.
- Describe the internationalization initiatives (student exchanges, international classrooms, research collaborations, etc.) for learners and staff, if applicable.

## **9. Community and Connectedness.**

A strong sense of community and meaningful connections enhance the educational experience and contribute to excellence in business education. Every institution operates within a unique cultural and historical context shaped by its traditions, values, societal influences, and regulatory contexts. Schools are expected to cultivate an environment that values engagement, mutual respect, and collaboration among all students, faculty, and stakeholders. By fostering awareness and appreciation of different perspectives, backgrounds, and experiences, schools prepare graduates to navigate complex global and professional landscapes with openness and understanding.

The school should:

- Describe how it supports engagement, mutual respect, and collaboration among its stakeholders in ways appropriate to its culture, historical traditions, and legal and regulatory environment.
- Demonstrate that it supports high-quality education by fostering awareness of different perspectives through curricular and extra-curricular activities.

## **10. Continued Adherence to AACSB Guiding Principles and Business Standards**

The school demonstrates continued adherence to accreditation standards and guiding principles and provides timely, accurate information in support of each accreditation review. Schools acknowledge the timeline to complete the initial accreditation process. Schools agree to a peer review visit. Schools



acknowledge that AACSB may at any time request a review if questions arise concerning a school's educational quality, financial resources, or other issues. Significant ethical breaches of conduct within the school may also result in an off-cycle peer review, or board action, as deemed necessary. Any school that deliberately misrepresents data contained within an accreditation report or within AACSB's Business School Questionnaire is subject to revocation of accreditation status or termination of an initial accreditation application.

The school should:

- Describe its knowledge and understanding of the business accreditation standards and the expected timeline for aligning with the standards. This can include participation in AACSB events and interactions with AACSB staff and volunteers.
- Demonstrate the commitment of the school's leadership to pursuing AACSB accreditation. If the school sits within a larger institution, the commitment of its leadership should also be demonstrated.

## Part IV - Faculty and Intellectual Contributions

### Overview

This section assesses whether the school has sufficient and qualified faculty resources to support its mission and align with AACSB standards. The school should demonstrate a plan to ensure that faculty are adequate to support high-quality outcomes across the disciplines that produce degree programs.

### Key points to address

1. AACSB's standards expect the school to maintain and strategically deploy sufficient and qualified faculty who demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes. (Standard 3: Faculty and Professional Staff Resources)

The school should:

- Describe its plan to align with the faculty sufficiency, qualifications, and deployment expectations outlined in Standard 3. Data related to the school's faculty is provided under #1 in Part II.

2. AACSB's standards expect a significant cross section of faculty in the school and each discipline engaged in the production of intellectual contributions. (Standard 8: Impact of Scholarship)

The school should:

- Provide an overview of the current culture for faculty research and scholarly activities along with plans going forward to align the school's portfolio of intellectual contributions to its mission.
- Provide the aggregate number of faculty who have produced intellectual contributions in the following categories over the past six years.

\_\_\_\_\_ Published research articles in peer-reviewed journals  
\_\_\_\_\_ Additional peer- or editorial-reviewed intellectual contributions  
\_\_\_\_\_ All other intellectual contributions (as defined by the school)

- Explain the measures in place to ensure the quality of teaching, faculty engagement in research, and contributions to curriculum development. Outline any strategies or plans to strengthen overall faculty resources and active engagement in the school.

## **Part V – Financial Resources**

### **Overview**

This section assesses whether the school has sufficient and sustainable financial resources to achieve and maintain AACSB accreditation.

### **Key points to address**

- Include a summary of the budget and financial performance for the most recent academic year.
- Provide evidence that it has adequate financial resources to sustain the school on an ongoing basis and to promote a high-quality environment.
- If applicable, provide a description of the financial resources of the school in relationship to the financial resources of the whole institution (e.g. compare business degree program enrollments as a fraction of the institution's total enrollment).
- Provide a description of the trends in financial resources (e.g. last three years of financial information for the school, projected budgets).
- If financial challenges or declining trends are identified, the school must present a well-defined plan to ensure adequate resources and sustain high-quality outcomes. If this does not apply, no response is required:
  - Detail the strategies to address financial gaps or deficits and ensure sustainability.
  - Highlight planned initiatives or investments aimed at strengthening the school's financial position and supporting its mission and strategic goals.

## Part VI – Scope

### Accreditation Scope:

**The Accredited Entity:** AACSB accreditation is granted to the agreed-upon entity—either the institution (e.g. university) or a single business unit within a larger parent university (or other academic institution), with institutional accreditation being the default accredited entity. In all cases, the AACSB brand will only be applied to the agreed-upon entity. Please check the option that applies to your school.

- Institutional Accreditation (default):** All business degrees within the institution, whether offered by the business school or elsewhere in the university, are included in the AACSB accreditation review unless specifically excluded.
- Single Business Unit Accreditation:** This applies when an institution has more than one independent unit (i.e. school/college/faculties) offering business degrees. In such cases, one unit (the "unit of accreditation") may seek accreditation instead of the entire institution. This unit must demonstrate sufficient independence in branding and external market perception compared to the other units within the parent institution. **Schools in this situation must submit a Unit of Accreditation Application for approval by the Initial Accreditation Committee (IAC) before submitting the eligibility application. Detailed guidelines are available [here](#), and schools should consult AACSB staff to determine the appropriate accreditation approach for their structure. If your school is applying as a unit of accreditation, please indicate when the IAC approval was obtained: \_\_\_\_\_**

### Programmatic scope

Once the accredited entity is determined, the next step is to gain agreement on which programs within the accredited entity will be included in the scope of accreditation. This is referred to as “programmatic scope.” Programmatic scope will normally include all business degree programs at the bachelor’s level or higher within the accredited entity. Schools may request exclusion of certain degree programs, subject to approval by the appropriate AACSB committee.

- **Included Programs:** Degree programs in which 25 percent or more of the content for baccalaureate degree programs, or 50 percent or more of the content for post-baccalaureate degree programs, relates to business disciplines such as accounting, economics, finance, management, management information systems, marketing, and quantitative methods. The percent of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. The school must provide details for each program in Table A.1 below.
- **Excluded Programs:** Programs with business discipline content below the thresholds noted above or for which a specific exclusion request can be granted. More information on the bases for exclusion can be found in the program exclusion request form in Appendix B. Programs requested for exclusion should be listed in Table A.2.
- **Collaborative Provisions/Transfer Credit:** There is a wide array of collaborative provisions, each with varying implications on a school’s AACSB accreditation process. Schools should refer to the Collaborative Provision Types table in the standards to determine whether a particular partnership program is included in the scope of review. All collaborative provisions, in scope or out of scope, should be listed in Table A.3.

**APPENDIX A – Table A.1, A.2 and A.3**

**Table A.1 - Degree Programs in Business to be Included in Accreditation Review**

List all degree programs in business subjects at all levels and in all locations offered through the business school and other academic units within your institution that will be included in the scope of accreditation. Business schools that have been approved to seek accreditation as a single academic unit within a larger institution should only list the programs offered by the approved unit.

Degree Title <sup>(1)</sup>	Major Emphasis <sup>(1)</sup>	Sub-Emphasis, concentrations or specializations	Level <sup>(2)</sup>	Location <sup>(3)</sup>	Date Program was established	# of Credit Hours, Contact Hours, ECTS or Courses Required for Degree Completion <sup>(4)</sup>	Average Time to Complete Degree <sup>(5)</sup>	# Students Graduated in the Three Previous Academic Years <sup>(6)</sup>			Program URL
								3 years ago	2 years ago	1 year ago	
<i>Example: Bachelor of Science (BSc) in Business Administration</i>	<i>Business Administration</i>	<i>Specializations: - Accounting &amp; Controlling - Banking &amp; Finance - Public &amp; Nonprofit Management - International Business</i>	<i>U</i>	<i>Tampa, Amsterdam Singapore</i>	<i>2010</i>	<i>120 credit hours</i>	<i>4 years</i>	<i>150</i>	<i>160</i>	<i>170</i>	

<sup>(1)</sup> Each program should be listed by the degree which is offered, including majors, specializations or concentrations. Indicate the full, correct degree name as it appears in school catalogues and/or on the diploma.

<sup>(2)</sup> Undergraduate (U), Master’s (M), Doctoral (D), Combined Undergraduate and Master’s (U/M). If other, please explain.

<sup>(3)</sup> List all locations at which the degree program is offered, including auxiliary campuses and partner institutions. Program delivery via online or distance learning is considered a separate location.

<sup>(4)</sup> The metric to report degree requirements should reflect the operations of the school. Please identify the metric chosen (credit hours, contact hours, ECTS, or courses). If necessary, footnote the record and provide additional explanation.

<sup>(5)</sup> Report the normal amount of time required for a successful student to complete the degree, (i.e. 2 years, 4 years, 18 months, etc.). If multiple tracks to the same degree are available (i.e. weekend, evening, and traditional MBA), please indicate the average time to complete the degree within each track.

<sup>(6)</sup> Note: At the time of initial accreditation, a majority of business graduates shall be from programs that have produced graduates during the two most recent years.

**Table A.2 - Degree Programs Requested for Exclusion from Accreditation Review (if applicable)**

List degree programs for which you intend to seek exclusion from accreditation review in the table below. A Program Exclusion Request form must be submitted for each requested program and included with this application. The form is provided in Appendix B below.

Degree Title	Major Emphasis	Sub-Emphasis, concentrations or specializations	Department, Division, Administrative Unit Conferring Degree <sup>(1)</sup>	Program URL

<sup>(1)</sup> Regardless 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).

**Table A.3 – Collaborative Provisions (if applicable)**

Schools may engage in collaborative provisions with other institutions. Refer to the collaborative provisions table provided on page 13 of the standards and list degree programs according to this classification. Study Abroad/Exchange provisions do not need to be reported.

Collaborative Provision Type	Degree Title	Name of partner organization	Location	Date Program was established	# of Credit Hours, Contact Hours, ECTS or Courses Required for Degree Completion	Average Time to Complete Degree	# Students Graduated in the Three Previous Academic Years <sup>(6)</sup>			Program URL
							3 years ago	2 years ago	1 year ago	

## APPENDIX B – Program Exclusion Form

Complete every section of the form and submit a separate copy of this form for each degree program for which exclusion from the AACSB accreditation review is requested. Exclusions will be reviewed by the Initial Accreditation Committee for approval.

\* **Name of School:**

\* **Name and Title of Person Completing Form:**

\* **Full Title and Descriptive Information for Program for which Exclusion is being requested, including link to the website where it is promoted (if applicable):**

### **Basis for exclusion:**

Provide a brief, clear description of how the program satisfies the exclusion requirements, and include supporting evidence, such as the program's curriculum online or in a catalog and other promotional collateral. The school should:

- a) summarize the business content included in the degree curricula;
- a) provide a calculation of the percentage of business content within the degree program;<sup>3</sup>
- b) describe how the degree is marketed and promoted as compared to the other business programs at the school and include supporting evidence (e.g. the program website, program description in catalog, or other promotional collateral);
- c) explain the degree to which the business unit controls the operations of the program (e.g. program design, faculty hiring, learner selection and support, curriculum design, etc.).

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<sup>3</sup> The percentage of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor's degree with 30 or more hours of business credits (25%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee. Additionally, a 36-hour master's degree with 18 or more hours of business credits (50%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.

**Each of the below items are a separate PDF upload in myAccreditation. There is a 35-page limit on the Eligibility Application document. There is no page limit on the other documents, but schools should restrain from providing a large number of appendices.**

- Eligibility Application
- Profile Sheet (located in myAccreditation tab, 'Resources')
- School's organizational chart
- Last three years of financial data
- Strategic Plan
- Risk Analysis (optional, if available)
- Profile sheet

**Note:** After submission, an accreditation staff member will review the application for completeness and requests any additional information from the school. The school's Eligibility Application will only be reviewed by the Eligibility Review Committee if the school has attended the mandatory Eligibility Application Workshop. Workshop dates are available [here](#) and will be updated regularly.