Standard 1: Mission, impact and innovation
The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.

Standard 2: Intellectual contributions, impact and alignment with mission
The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies, and that impact the theory, practice, and teaching of business and management.

Standard 3: Financial strategies and allocation of resources
The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

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.

Standard 5: Faculty sufficiency and deployment
The school 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, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.

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.

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.
**Standard 8: Curricula management and assurance of learning**

The school 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.

**Standard 9: Curriculum content**

Curriculum content is appropriate to general expectations for the degree program type and learning goals.

**Standard 10: Student-faculty interactions**

Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals.

**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.

**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.

**Standard 13: Student academic and professional engagement**

Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.

**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.

**Standard 15: Faculty qualifications and engagement**

The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.