|  |  |
| --- | --- |
| Self-Study  for the Special Accreditation  of Accounting Programs by the IACBE | |
| **Institution:** |  |
| **Academic Accounting Unit:** |  |
| **Self-Study Year:** |  |
|  | |
| Volume 1 | |

|  |  |  |
| --- | --- | --- |
|  | **Date of Submission:** |  |
|  |  |  |

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# **Cover Page: Summary Institutional Information**

|  |  |
| --- | --- |
| **Name of Institution:** |  |
| **Chief Executive Officer’s Name/Title:** |  |
| **Chief Academic Officer’s Name/Title:** |  |
| **Head of Academic Accounting Unit’s Name/Title:** |  |
| **Academic Year Covered by Self-Study:** |  |
| **Date of Submission of Self-Study to the IACBE:** |  |
| **Primary Contact During Accreditation Site Visit:** |  |
| Name |  |
| Title |  |
| Street Address |  |
| City and State or Country, ZIP/Postal Code |  |
| Phone (with Country Code if Outside of the U.S.) |  |
| E-mail |  |

# **Organizational and Programmatic Profile**

Provide the following information in the listed sequence. In your response to each item, provide the location of any supporting materials placed in the appendix (Volume 2).

1. *Provide the following information pertaining to the academic accounting unit:*
   1. *A description of the relationship between the academic accounting unit and the academic business unit.*
   2. *If the academic accounting unit and the academic business unit are not the same entity, the academic accounting unit’s organizational chart (this should be placed in an appendix of the self-study).*
   3. *If the academic accounting unit and the academic business unit are not the same entity, the job description for the head of the academic accounting unit (this should be placed in an appendix of the self-study).*
2. *Provide Table OPP-1: Accounting Programs Included in the Accreditation Review. This table should provide a listing of each accounting program included in the accreditation review (including all majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. contained within the program), and an identification of all of the locations at which they are offered. If the program is delivered in partnership with other institutions, identify those institutions as well.*

*If these programs, majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, streams, and locations differ from the ones that appear in the institution’s catalog, bulletin, prospectus, marketing brochures, or other materials for the self-study year, provide an explanation for this difference.*

1. *For each of the accounting programs listed in item 2 above (including all majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. contained within the program), provide a copy of an official student transcript, diploma supplement, or other official record of program completion on which the degree or program name appears (these should be placed in an appendix of the self-study).*
2. *Provide Table OPP-2: Public Notification of Accreditation. This table should provide the following information:*
3. *If you are pursuing special accounting accreditation non-concurrently with standard first-time accreditation or reaffirmation of accreditation of your business and accounting programs, the website path to the page on the institution’s website containing your public notification of standard accreditation by the IACBE.*
4. *If you are pursuing reaffirmation of special accounting accreditation, the website path to the page on the institution’s website containing your public notification of special accounting accreditation by the IACBE.*
5. *If you are pursuing special accounting accreditation non-concurrently with standard first-time accreditation or reaffirmation of accreditation of your business and accounting programs, provide Table OPP-3: Institutional and Business Program Enrollments. This table should provide the following information:*
   1. *The figures for total enrollment of the institution by headcount for the self-study year and the previous two academic years*
   2. *The figures for the total enrollment by headcount in the business and accounting programs that have already received standard accreditation by the IACBE for the self-study year and the previous two academic years*
6. *Provide Table OPP-4: Programmatic Enrollment in Accounting Programs. For each of the accounting programs listed in item 2 above (including each major, concentration, specialization, focus area, emphasis, option, track, field, and stream, etc. contained within the program), provide the figures for the total enrollment by headcount in the program for the self-study year and the previous two academic years, and the total enrollment by headcount in all programs combined for the self-study year and the previous two academic years.*
7. *Provide Table OPP-5: Degrees Conferred in Accounting Programs. For each of the accounting programs listed in item 2 above (including each major, concentration, specialization, focus area, emphasis, option, track, field, and stream, etc. contained within the program), provide the number of such degrees conferred during the self-study year and the previous two academic years.*
8. *Describe any situations present at your institution requiring a special understanding during the accounting accreditation process.*

Table OPP-1: Accounting Programs Included in the Accreditation Review

|  |  |  |
| --- | --- | --- |
| **PROGRAMS** | **LOCATIONS** | **PARTNER INSTITUTIONS** |
| **ASSOCIATE-LEVEL PROGRAMS** | | |
|  |  |  |
|  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | |
|  |  |  |
|  |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | |
|  |  |  |
|  |  |  |
| **DOCTORAL-LEVEL PROGRAMS** | | |
|  |  |  |
|  |  |  |

Table OPP-2: Public Notification of Accreditation

|  |  |
| --- | --- |
| 1. **Public Notification of STANDARD Accreditation of business and Accounting programs** | |
| Click on: | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 1. **Public Notification of special Accreditation of accounting programs** | |
| Click on: | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

Table OPP-3: Institutional and Business Program Enrollments

|  |  |  |
| --- | --- | --- |
| 1. **INSTITUTIONAL ENROLLMENT BY HEADCOUNT** | | |
| **SELF-STUDY YEAR** | **YEAR PRIOR TO**  **SELF-STUDY YEAR** | **TWO YEARS PRIOR TO**  **SELF-STUDY YEAR** |
|  |  |  |
| 1. **TOTAL ENROLLMENT IN ACCREDITED BUSINESS AND ACCOUNTING PROGRAMS** | | |
| **SELF-STUDY YEAR** | **YEAR PRIOR TO**  **SELF-STUDY YEAR** | **TWO YEARS PRIOR TO**  **SELF-STUDY YEAR** |
|  |  |  |

Table OPP-4: Programmatic Enrollment in Accounting Programs

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAM** | **ENROLLMENT BY HEADCOUNT** | | |
| **SELF-STUDY YEAR** | **YEAR**  **PRIOR TO**  **SELF-STUDY YEAR** | **TWO YEARS**  **PRIOR TO**  **SELF-STUDY YEAR** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **DOCTORAL-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **TOTALS** |  |  |  |

Table OPP-5: Degrees Conferred in Accounting Programs

|  |  |  |  |
| --- | --- | --- | --- |
| **PROGRAM** | **NUMBER OF DEGREES CONFERRED** | | |
| **SELF-STUDY YEAR** | **YEAR**  **PRIOR TO**  **SELF-STUDY YEAR** | **TWO YEARS**  **PRIOR TO**  **SELF-STUDY YEAR** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **DOCTORAL-LEVEL PROGRAMS** | | | |
|  |  |  |  |
|  |  |  |  |
| **TOTALS** |  |  |  |

### **Principle A1.1: Commitment to Integrity, Responsibility, and Ethical Behavior**

**Excellence in accounting education requires the academic accounting unit to act ethically, responsibly, and with integrity in all interactions with its stakeholders. Furthermore, the academic accounting unit must have established systems for encouraging and upholding ethical and responsible behavior.**

1. *Identify and explain the ways in which the academic accounting unit demonstrates a commitment to ethical and responsible interactions with its internal stakeholders, including administrators, faculty, professional staff, and students.*
2. *Identify and explain the ways in which the academic accounting unit demonstrates a commitment to ethical and responsible interactions with its external stakeholders, including prospective students and their families; alumni; employers; accreditation agencies; organizations that supply funding; governmental oversight bodies; and other members of the public who may have an interest in the academic accounting unit.*
3. *Describe the system, including published policies, procedures, and processes, that the academic accounting unit employs to promote, foster, and support ethical and responsible behavior of its administrators, faculty, professional staff, and students.*
4. *Provide copies of the published policies, procedures, and processes identified in item 3 above (these should be placed in an appendix of the self-study; alternatively, if these documents are available on the academic accounting unit’s or the institution’s website, provide the URL address for these materials).*
5. *Identify and describe the methods or mechanisms employed by the academic accounting unit for detecting and addressing breaches of ethical and responsible behavior.*

# **Principle A1.2: Summary Reflection on the Commitment to Integrity, Responsibility, and Ethical Behavior**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and its educational processes and activities in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate (i) the extent to which it acts ethically and responsibly in its interactions with its stakeholders and (ii) the effectiveness of its commitment to integrity and responsibility in supporting excellence in accounting education.**

*Provide a summary reflection on the extent to which the academic accounting unit acts ethically, responsibly, and with integrity in its interactions with its stakeholders. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its commitment to integrity, responsibility, and ethical behavior in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the academic accounting unit’s interactions with its stakeholders and/or in its policies, procedures, and processes for encouraging and upholding ethical and responsible behavior.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

# **Principle A2.1: Assessment Planning**

**Excellence in accounting education requires the development of a comprehensive plan for assessing the extent of student learning in the institution’s accounting programs and the operational effectiveness of the academic accounting unit. Furthermore, the plan must be driven by the mission of the academic accounting unit, must be linked to the strategic planning processes of the institution and the academic accounting unit, and must involve accounting faculty in all aspects of its development.**

1. *Provide a copy of the academic accounting unit’s accounting outcomes assessment plan that encompasses each accounting program included in the accreditation review. The assessment plan must be prepared using the template developed by the IACBE. (The academic accounting unit’s accounting outcomes assessment plan should be placed in an appendix of the self-study.)*
2. *For each accounting program included in the accreditation review, demonstrate that the intended student learning outcomes for the program are aligned and consistent with:*
3. *The particular career path and the roles and responsibilities for which the program is designed to prepare students;*
4. *The mission and broad-based goals of the academic accounting unit.*
5. *Describe the process employed by the academic accounting unit for the development, periodic review, and renewal of its outcomes assessment plan, and explain the ways in which the accounting faculty are involved and participate in the process.*

# **Principle A2.2: Assessment of Student Learning and Operational Effectiveness**

**Excellence in accounting education is evaluated through the assessment of the academic accounting unit’s mission and broad-based goals, intended student learning outcomes, and intended operational outcomes. This requires the academic accounting unit to have fully implemented its outcomes assessment plan.**

1. *For each accounting program included in the accreditation review, provide Table A2-1: Student Learning Assessment Results. These results must include the following information:*
2. *Results from the implementation of the direct measures of student learning as identified in the academic accounting unit’s outcomes assessment plan*
3. *Results from the implementation of the indirect measures of student learning as identified in the academic accounting unit’s outcomes assessment plan*
4. *An indication of whether students achieved each of the intended learning outcomes as determined by the performance objectives (targets/criteria for the assessment measures) identified by the academic accounting unit in its outcomes assessment plan*
5. *Provide Table A2-2: Operational Assessment Results. These results must include the following information:*
6. *Results from the implementation of the operational assessment measures identified in the academic accounting unit’s outcomes assessment plan*
7. *An indication of whether each of the intended operational outcomes was achieved as determined by the performance objectives (targets/criteria for the assessment measures) identified by the academic accounting unit in its outcomes assessment plan*
8. *Based on the assessment results reported in items 1 and 2 above, provide a narrative appraisal of the extent to which the academic accounting unit is achieving its mission and broad-based goals.*

Table A2-1: Student Learning Assessment Results

(Associate-Level Programs)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ASSOCIATE-LEVEL PROGRAMS** | | | | | | | | | |
| ***Program Name*** | | | | | | | | | |
| * 1. **Summary of Results from Implementing Direct Measures of Student Learning:** | | | | | | | | | |
| 1. | *Summary of Results for Direct Measure 1* | | | | | | | | |
| 2. | *Summary of Results for Direct Measure 2* | | | | | | | | |
| 3. | *Summary of Results for Direct Measure 3* | | | | | | | | |
| 4. | *Summary of Results for Direct Measure 4* | | | | | | | | |
| * + - * 1. **Summary of Results from Implementing Indirect Measures of Student Learning:** | | | | | | | | | |
| 1. | *Summary of Results for Indirect Measure 1* | | | | | | | | |
| 2. | *Summary of Results for Indirect Measure 2* | | | | | | | | |
| 3. | *Summary of Results for Indirect Measure 3* | | | | | | | | |
| 4. | *Summary of Results for Indirect Measure 4* | | | | | | | | |
| * 1. **Summary of Achievement of Intended Student Learning Outcomes:** | | | | | | | | | |
| **Intended Student Learning Outcomes**  **(ISLOs)** | | **Learning Assessment Measures** | | | | | | | |
| **Direct Measures of Student Learning** | | | | **Indirect Measures of Student Learning** | | | |
| **Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** |
| 1. | *Program Learning Outcome 1* |  |  |  |  |  |  |  |  |
| 2. | *Program Learning Outcome 2* |  |  |  |  |  |  |  |  |
| 3. | *Program Learning Outcome 3* |  |  |  |  |  |  |  |  |
| 4. | *Program Learning Outcome 4* |  |  |  |  |  |  |  |  |
| 5. | *Program Learning Outcome 5* |  |  |  |  |  |  |  |  |

Table A2-1: Student Learning Assessment Results

(Bachelor’s-Level Programs)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BACHELOR’S-LEVEL PROGRAMS** | | | | | | | | | |
| ***Program Name*** | | | | | | | | | |
| * 1. **Summary of Results from Implementing Direct Measures of Student Learning:** | | | | | | | | | |
| 1. | *Summary of Results for Direct Measure 1* | | | | | | | | |
| 2. | *Summary of Results for Direct Measure 2* | | | | | | | | |
| 3. | *Summary of Results for Direct Measure 3* | | | | | | | | |
| 4. | *Summary of Results for Direct Measure 4* | | | | | | | | |
| * + - * 1. **Summary of Results from Implementing Indirect Measures of Student Learning:** | | | | | | | | | |
| 1. | *Summary of Results for Indirect Measure 1* | | | | | | | | |
| 2. | *Summary of Results for Indirect Measure 2* | | | | | | | | |
| 3. | *Summary of Results for Indirect Measure 3* | | | | | | | | |
| 4. | *Summary of Results for Indirect Measure 4* | | | | | | | | |
| * 1. **Summary of Achievement of Intended Student Learning Outcomes:** | | | | | | | | | |
| **Intended Student Learning Outcomes**  **(ISLOs)** | | **Learning Assessment Measures** | | | | | | | |
| **Direct Measures of Student Learning** | | | | **Indirect Measures of Student Learning** | | | |
| **Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** |
| 1. | *Program Learning Outcome 1* |  |  |  |  |  |  |  |  |
| 2. | *Program Learning Outcome 2* |  |  |  |  |  |  |  |  |
| 3. | *Program Learning Outcome 3* |  |  |  |  |  |  |  |  |
| 4. | *Program Learning Outcome 4* |  |  |  |  |  |  |  |  |
| 5. | *Program Learning Outcome 5* |  |  |  |  |  |  |  |  |

Table A2-1: Student Learning Assessment Results

(Master’s-Level Programs)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MASTER’S-LEVEL PROGRAMS** | | | | | | | | | |
| ***Program Name*** | | | | | | | | | |
| 1. **Summary of Results from Implementing Direct Measures of Student Learning:** | | | | | | | | | |
| 1. | *Summary of Results for Direct Measure 1* | | | | | | | | |
| 2. | *Summary of Results for Direct Measure 2* | | | | | | | | |
| 3. | *Summary of Results for Direct Measure 3* | | | | | | | | |
| 4. | *Summary of Results for Direct Measure 4* | | | | | | | | |
| 1. **Summary of Results from Implementing Indirect Measures of Student Learning:** | | | | | | | | | |
| 1. | *Summary of Results for Indirect Measure 1* | | | | | | | | |
| 2. | *Summary of Results for Indirect Measure 2* | | | | | | | | |
| 3. | *Summary of Results for Indirect Measure 3* | | | | | | | | |
| 4. | *Summary of Results for Indirect Measure 4* | | | | | | | | |
| 1. **Summary of Achievement of Intended Student Learning Outcomes:** | | | | | | | | | |
| **Intended Student Learning Outcomes**  **(ISLOs)** | | **Learning Assessment Measures** | | | | | | | |
| **Direct Measures of Student Learning** | | | | **Indirect Measures of Student Learning** | | | |
| **Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** |
| 1. | *Program Learning Outcome 1* |  |  |  |  |  |  |  |  |
| 2. | *Program Learning Outcome 2* |  |  |  |  |  |  |  |  |
| 3. | *Program Learning Outcome 3* |  |  |  |  |  |  |  |  |
| 4. | *Program Learning Outcome 4* |  |  |  |  |  |  |  |  |
| 5. | *Program Learning Outcome 5* |  |  |  |  |  |  |  |  |

Table A2-1: Student Learning Assessment Results

(Doctoral-Level Programs)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DOCTORAL-LEVEL PROGRAMS** | | | | | | | | | |
| ***Program Name*** | | | | | | | | | |
| 1. **Summary of Results from Implementing Direct Measures of Student Learning:** | | | | | | | | | |
| 1. | *Summary of Results for Direct Measure 1* | | | | | | | | |
| 2. | *Summary of Results for Direct Measure 2* | | | | | | | | |
| 3. | *Summary of Results for Direct Measure 3* | | | | | | | | |
| 4. | *Summary of Results for Direct Measure 4* | | | | | | | | |
| 1. **Summary of Results from Implementing Indirect Measures of Student Learning:** | | | | | | | | | |
| 1. | *Summary of Results for Indirect Measure 1* | | | | | | | | |
| 2. | *Summary of Results for Indirect Measure 2* | | | | | | | | |
| 3. | *Summary of Results for Indirect Measure 3* | | | | | | | | |
| 4. | *Summary of Results for Indirect Measure 4* | | | | | | | | |
| 1. **Summary of Achievement of Intended Student Learning Outcomes:** | | | | | | | | | |
| **Intended Student Learning Outcomes**  **(ISLOs)** | | **Learning Assessment Measures** | | | | | | | |
| **Direct Measures of Student Learning** | | | | **Indirect Measures of Student Learning** | | | |
| **Program ISLOs** | | ***Direct Measure 1*** | ***Direct Measure 2*** | ***Direct Measure 3*** | ***Direct Measure 4*** | ***Indirect Measure 1*** | ***Indirect Measure 2*** | ***Indirect Measure 3*** | ***Indirect Measure 4*** |
| **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** |
| 1. | *Program Learning Outcome 1* |  |  |  |  |  |  |  |  |
| 2. | *Program Learning Outcome 2* |  |  |  |  |  |  |  |  |
| 3. | *Program Learning Outcome 3* |  |  |  |  |  |  |  |  |
| 4. | *Program Learning Outcome 4* |  |  |  |  |  |  |  |  |
| 5. | *Program Learning Outcome 5* |  |  |  |  |  |  |  |  |

Table A2-2: Operational Assessment Results

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Summary of Results from Implementing Operational Assessment Measures/Methods:** | | | | | | | | | |
| 1. | *Summary of Results for Measure/Method 1* | | | | | | | | |
| 2. | *Summary of Results for Measure/Method 2* | | | | | | | | |
| 3. | *Summary of Results for Measure/Method 3* | | | | | | | | |
| 4. | *Summary of Results for Measure/Method 4* | | | | | | | | |
| 5. | *Summary of Results for Measure/Method 5* | | | | | | | | |
| 6. | *Summary of Results for Measure/Method 6* | | | | | | | | |
| 7. | *Summary of Results for Measure/Method 7* | | | | | | | | |
| 8. | *Summary of Results for Measure/Method 8* | | | | | | | | |
| 1. **Summary of Achievement of Intended Operational Outcomes:** | | | | | | | | | | |
| **Intended Operational Outcomes** | | **Operational Assessment Measures/Methods** | | | | | | | | |
| ***Operational Assessment Measure/***  ***Method 1*** | ***Operational Assessment Measure/***  ***Method 2*** | ***Operational Assessment Measure/***  ***Method 3*** | ***Operational Assessment Measure/***  ***Method 4*** | ***Operational Assessment Measure***  ***Method 5*** | ***Operational Assessment Measure/***  ***Method 6*** | ***Operational Assessment Measure/***  ***Method 7*** | ***Operational Assessment Measure/***  ***Method 8*** | |
| **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | **Performance Objective Was…** | |
| 1. | *Intended Operational Outcome 1* |  |  |  |  |  |  |  |  | |
| 2. | *Intended Operational Outcome 2* |  |  |  |  |  |  |  |  | |
| 3. | *Intended Operational Outcome 3* |  |  |  |  |  |  |  |  | |
| 4. | *Intended Operational Outcome 4* |  |  |  |  |  |  |  |  | |
| 5. | *Intended Operational Outcome 5* |  |  |  |  |  |  |  |  | |
| 6. | *Intended Operational Outcome 6* |  |  |  |  |  |  |  |  | |
| 7. | *Intended Operational Outcome 7* |  |  |  |  |  |  |  |  | |
| 8. | *Intended Operational Outcome 8* |  |  |  |  |  |  |  |  | |

# **Principle A2.3: Continuous Quality Improvement**

**Excellence in accounting education requires the academic accounting unit to be engaged in a process of continuous improvement in its programs and operations. This process includes the identification of necessary changes and improvements as a result of the implementation of the academic accounting unit’s outcomes assessment plan, the development of action plans for making those changes and improvements, and the documentation of the realized outcomes from the execution of the action plans.**

1. *Provide Table A2-3: Summary of Changes and Improvements Needed. The information in this table should identify the changes and improvements that were needed based on the analysis of the results from implementing the academic accounting unit’s outcomes assessment plan. This summary should be subdivided into the following areas:*
   1. *Programmatic/curricular changes and improvements in your accounting programs*
   2. *Operational changes and improvements that apply specifically to your academic accounting unit*
2. *Provide Table A2-4: Summary of Action Plans. The information in this table should summarize the action plans that were developed to make the changes and improvements identified in item 1 above, the timeline for implementation of the plans, and the desired outcomes of the plans. This summary should be subdivided into the following areas:*
   1. *Programmatic/curricular action plans for changes and improvements in your accounting programs*
   2. *Operational action plans for changes and improvements that apply specifically to your academic accounting unit*
3. *Describe the ways in which the action plans were integrated into the strategic planning processes of the academic accounting unit and the institution. If applicable, describe the ways in which the academic accounting unit’s action plans were linked to the institutional budgeting process.*
4. *Provide Table A2-5: Summary of Realized Outcomes. The information in this table should summarize the realized (i.e., actual) outcomes that resulted from the execution of the action plans specified in item 2 above. This summary should be subdivided into the following areas:*
   1. *Programmatic/curricular outcomes relating to your accounting programs*
   2. *Operational outcomes that apply specifically to your academic accounting unit*

Table A2-3: Summary of Changes and Improvements Needed

|  |  |
| --- | --- |
| 1. **Programmatic/Curricular Changes and Improvements Needed in Accounting Programs:** | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 1. **Operational Changes and Improvements Needed in the Academic Accounting Unit:** | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |

Table A2-4: Summary of Action Plans

| 1. **Programmatic/Curricular Action Plans for Changes and Improvements Needed in Accounting Programs:** | | | | |
| --- | --- | --- | --- | --- |
| **Change or Improvement Needed** | | **Action Plan** | **Timeline** | **Desired Outcomes** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |
| 1. **Operational Action Plans for Changes and Improvements Needed in the Academic Accounting Unit:** | | | | |
| **Change or Improvement Needed** | | **Action Plan** | **Timeline** | **Desired Outcomes** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |

Table A2-5: Summary of Realized Outcomes

| 1. **Programmatic/Curricular Outcomes in Accounting Programs:** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Change or Improvement Needed** | | **Action Plan** | **Realized (Actual) Outcomes** | **Summary of Achievement of Desired Outcomes** | | |
| **Achieved** | **Not Achieved** | **TBD** |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |
| 1. **Operational Outcomes for the Academic Accounting Unit:** | | | | | | |
| **Change or Improvement Needed** | | **Action Plan** | **Realized (Actual) Outcomes** | **Summary of Achievement of Desired Outcomes** | | |
| **Achieved** | **Not Achieved** | **TBD** |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |

# **Principle A2.4: Summary Reflection on Quality Assessment and Advancement**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate the effectiveness of its processes for quality assessment and advancement in supporting excellence in accounting education.**

*Provide a summary reflection on the academic accounting unit’s quality assessment and advancement processes. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its quality assessment and advancement processes in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the academic accounting unit’s processes for assessing and advancing academic quality in its programs and operations.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

# **Principle A3.1: Strategic Planning**

**Excellence in accounting education requires an effective strategic planning process that focuses the academic accounting unit’s decision making toward defined goals, is linked to the unit’s outcomes assessment process, and provides an overall strategic direction for guiding the unit into the future. The strategic planning process is also informed by the input of the various stakeholders of the academic accounting unit. Furthermore, the academic accounting unit must have used the process for continuous improvement in its overall performance and its accounting programs.**

1. *Explain the ways in which the mission of the academic accounting unit is aligned with and contributes to the missions of any academic business unit and institution of which it is a part.*
2. *Demonstrate that the mission of the academic accounting unit is transparent to all of its stakeholders.*
3. *Demonstrate that the academic accounting unit formulates goals that are aligned with, map to relevant aspects of, and are instrumental to the accomplishment of the unit’s mission.*
4. *Describe the processes employed by the academic accounting unit for developing strategies for advancing its overall organizational effectiveness, and demonstrate that the strategies are aligned with its mission and goals.*
5. *Explain the ways in which the mission, goals, and strategies of the academic accounting unit direct its efforts at innovation and creativity in accounting education.*
6. *Explain the ways in which the mission, goals, and strategies of the academic accounting unit clearly focus its educational activities on accounting education and foster continuous quality improvement in its accounting programs and its operational and functional performance.*
7. *Demonstrate that the mission, goals, and strategies of the academic accounting unit explicitly address the human, financial, physical, and technological resource needs in order to sustain its continuous improvement and innovation efforts in accounting education and to support its ongoing functional operations.*
8. *Describe the processes used by the academic accounting unit for developing action plans for the enhancement and development of its resources, educational processes, and the academic quality of its accounting programs. Provide evidence of these improvements.*
9. *Describe the methods used by the academic accounting unit to monitor and evaluate its progress in accomplishing its mission and goals.*
10. *If applicable, describe the ways in which the academic accounting unit’s strategic planning process is linked to the institutional budgeting process.*
11. *Describe the process employed by the academic accounting unit for the periodic review and renewal of its mission, goals, and strategies, and explain the ways in which various stakeholders of the unit (e.g., faculty, staff, students, external groups/individuals, etc.) are involved and participate in the process.*
12. *Provide copies of the documents that are used in the academic accounting unit’s strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, balanced scorecards, minutes of planning meetings, or other documents used in the planning process; these should be placed in an appendix of the self-study).*

# **Principle A3.2: Summary Reflection on Strategic Planning**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate the effectiveness of its strategic planning process in supporting excellence in accounting education.**

*Provide a summary reflection of the academic accounting unit’s strategic planning process. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the academic accounting unit’s strategic planning process.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

# **Principle A4.1: Accounting Program Development and Design**

**Excellence in accounting education requires the academic accounting unit to have effective curriculum management processes for developing and designing its accounting programs. Furthermore, the design of each accounting program offered by the academic accounting unit must be future-oriented and consistent with current, acceptable accounting practices and the expectations of professionals in the academic and accounting communities. In addition, the curriculum of each accounting program must cultivate critical career-appropriate core competencies in accounting and must maximize the likelihood that the intended learning outcomes for the program will be achieved.**

1. *Provide the curricular requirements for each accounting program included in the accreditation review.*

*This information should take the form of a curriculum sheet or a listing of all courses, modules, subjects, etc. comprising each program.*

*If this information is included in the institution’s catalog, bulletin, prospectus, marketing brochures, or other materials, provide the page numbers for the relevant sections. Alternatively, if this information is provided on the academic accounting unit’s or the institution’s website, provide the URL address for the information.*

1. *For each accounting program included in the accreditation review:*
2. *Describe the term structure that constitutes an academic year for the program (e.g., fall and spring terms over two calendar years; three terms in a single calendar year; etc.). In this description, also specify the number of weeks comprising each academic term.*
3. *Provide Table A4-1: General Program Structure and Design. This table should provide (i) a listing of each accounting program included in the accreditation review, (ii) a specification of the normal time-to-completion of each program for a full-time student (in number of years), and (iii) the number of credits, contact hours, or other program metric units required for graduation for each program. This information must be presented by program level as shown in sample Table A4-1 in these guidelines.*
4. *Describe the curriculum management processes used by the academic accounting unit for developing and designing its accounting programs, including the following aspects of the programs:*
5. *Program structure and organization*
6. *Curriculum content*
7. *Program-level intended student learning outcomes*
8. *Pedagogies*
9. *Delivery modes*
10. *Provide Table A4-2: Program Delivery Modes. This table should provide a listing of each accounting program included in the accreditation review, and an identification of all of the methods that the academic accounting unit employs to deliver each program.*
11. *If the academic accounting unit offers online or hybrid programs:*
    1. *Describe the kinds and amount of student activity and effort required in the online components of the programs.*
    2. *Describe the kinds and amount of faculty activity and effort required in the online components of the programs.*
    3. *Explain the ways in which the academic accounting unit ensures equivalent quality between these programs and more traditionally-delivered, fully on-ground programs.*
12. *For each accounting program included in the accreditation review, provide Table A4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs) and Foundational Accounting Core Competency Dimensions (FACCDs).*
13. *For each accounting program included in the accreditation review, demonstrate that the foundational accounting core competency dimensions to which the learning opportunities in the courses, modules, subjects, etc. comprising the program contribute are aligned and consistent with:*
    * + - 1. *The particular career path and the roles and responsibilities for which the program is designed to prepare students;*
14. *The mission and broad-based goals of the academic accounting unit.*
15. *For each accounting program included in the accreditation review:*
16. *Describe the types of experiential and active learning activities that are integrated into the program’s curriculum.*
17. *Describe the types of student-student and faculty-student interactions that are integrated into the program’s curriculum.*
18. *For each accounting program included in the accreditation review, describe the extent to which accounting research, particularly research that is directed toward problems and issues facing practicing accounting professionals, is integrated into the courses, modules, subjects, etc. and other learning opportunities comprising the program’s curriculum.*

Table A4-1: General Program Structure and Design

| **Program** | | **Normal**  **Time-to-Completion** | | **Degree Requirements** |
| --- | --- | --- | --- | --- |
| **ASSOCIATE-LEVEL PROGRAMS** | | | | |
|  |  | |  | |
|  |  | |  | |
| **BACHELOR’S-LEVEL PROGRAMS** | | | | |
|  | |  | |  |
|  | |  | |  |
| **MASTER’S-LEVEL PROGRAMS** | | | | |
|  | |  | |  |
|  | |  | |  |
| **DOCTORAL-LEVEL PROGRAMS** | | | | |
|  | |  | |  |
|  | |  | |  |

Table A4-2: Program Delivery Modes

| **Program** | | **Delivery Mode** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Fully On-Ground** | | **Hybrid** | | **Fully Online** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | | | | |
|  |  | |  | |  | |
|  |  | |  | |  | |
| **BACHELOR’S-LEVEL PROGRAMS** | | | | | | |
|  | |  | |  | |  |
|  | |  | |  | |  |
| **MASTER’S-LEVEL PROGRAMS** | | | | | | |
|  | |  | |  | |  |
|  | |  | |  | |  |
| **DOCTORAL-LEVEL PROGRAMS** | | | | | | |
|  | |  | |  | |  |
|  | |  | |  | |  |

Table A4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs) and Foundational Accounting Core Competency Dimensions (FACCDs)

(Associate-Level Programs)

| **associate-Level Programs** |
| --- |
| ***Program Name*** |
| ***1. Required Course, Module, Subject #1***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***2. Required Course, Module, Subject #2***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***3. Required Course, Module, Subject #3***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***4. Required Course, Module, Subject #4***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***5. Required Course, Module, Subject #5***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***6. Required Course, Module, Subject #6***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***7. Required Course, Module, Subject #7***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***8. Required Course, Module, Subject #8***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***9. Required Course, Module, Subject #9***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***10. Required Course, Module, Subject #10***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |

Table A4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs) and

Foundational Accounting Core Competency Dimensions (FACCDs)

(Bachelor’s-Level Programs)

| **bachelor’s-Level Programs** |
| --- |
| ***Program Name*** |
| ***1. Required Course, Module, Subject #1***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***2. Required Course, Module, Subject #2***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***3. Required Course, Module, Subject #3***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***4. Required Course, Module, Subject #4***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***5. Required Course, Module, Subject #5***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***6. Required Course, Module, Subject #6***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***7. Required Course, Module, Subject #7***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***8. Required Course, Module, Subject #8***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***9. Required Course, Module, Subject #9***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***10. Required Course, Module, Subject #10***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |

Table A4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs) and

Foundational Accounting Core Competency Dimensions (FACCDs)

(Master’s-Level Programs)

| **master’s-Level Programs** |
| --- |
| ***Program Name*** |
| ***1. Required Course, Module, Subject #1***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***2. Required Course, Module, Subject #2***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***3. Required Course, Module, Subject #3***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***4. Required Course, Module, Subject #4***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***5. Required Course, Module, Subject #5***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***6. Required Course, Module, Subject #6***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***7. Required Course, Module, Subject #7***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***8. Required Course, Module, Subject #8***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***9. Required Course, Module, Subject #9***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***10. Required Course, Module, Subject #10***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |

Table A4-3: Mapping of Curriculum to Intended Student Learning Outcomes (ISLOs) and

Foundational Accounting Core Competency Dimensions (FACCDs)

(Doctoral-Level Programs)

| **doctoral-Level Programs** |
| --- |
| ***Program Name*** |
| ***1. Required Course, Module, Subject #1***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***2. Required Course, Module, Subject #2***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***3. Required Course, Module, Subject #3***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***4. Required Course, Module, Subject #4***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***5. Required Course, Module, Subject #5***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***6. Required Course, Module, Subject #6***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***7. Required Course, Module, Subject #7***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***8. Required Course, Module, Subject #8***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***9. Required Course, Module, Subject #9***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |
| ***10. Required Course, Module, Subject #10***  Program Intended Student Learning Outcomes (ISLOs) to which this course, module, subject contributes:  *List of ISLOs*  Foundational Accounting Core Competency Dimensions (FACCDs) to which this course, module, subject contributes:  *List of FACCDs* |

# **Principle A4.2: Curricula of Undergraduate-Level Accounting Programs**

**Excellence in accounting education requires the content in the curricula of undergraduate-level accounting programs to develop the body of knowledge and skills necessary in order to prepare students to be competent accounting professionals.**

1. *For each associate- and bachelor’s-level accounting program included in the accreditation review:*
2. *Provide Table A4-4: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs.*
3. *For each associate- and bachelor’s-level accounting program included in the accreditation review that addresses specialized industry requirements (SIR), identify the particular industry to which the program relates and provide Table A4-4.SIR: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs-Specialized Industry Requirements.*
4. *For each associate- and bachelor’s-level accounting program included in the accreditation review that addresses special topics in accounting (STA), identify the particular topic to which the program relates and provide Table A4-4.STA: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs-Special Topics in Accounting.*
5. *If your associate- or bachelor’s-level accounting programs contain majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, or streams, etc. that require additional courses, modules, subjects, etc. beyond those that are common to those areas, you may choose to obtain credit for ATK coverage in these courses, modules, subjects, etc. by preparing a separate Table A4-4 (and A4-4.SIR and A4-4.STA as applicable) for each major, concentration, specialization, focus area, emphasis, option, track, field, and stream, etc.*
6. *Using Table A4-4 (and A4-4.SIR and A4-4.STA as applicable) for each associate- and bachelor’s-level accounting program included in the accreditation review (including majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. contained within the program as applicable):*
7. *Demonstrate that the ATK coverage in the curriculum comprising the program is aligned and consistent with the particular career path and the roles and responsibilities for which the program is designed to prepare students.*
8. *If the program is designed to prepare students for accounting certification and/or licensure, demonstrate that the ATK coverage in the program’s curriculum is aligned and consistent with the relevant jurisdictional, regional, or national certification/licensure requirements.*
9. *Demonstrate that the ATK coverage in the curriculum comprising the program is aligned and consistent with the mission and broad-based goals of the academic accounting unit.*
10. *For any associate- or bachelor’s-level accounting programs included in the accreditation review that do not cover the ATK content areas that are normally expected of those types of degree programs and that are necessary for the particular career paths for which the programs are designed to prepare students, provide a rationale for this variation in ATK coverage.*
11. *If your associate- or bachelor’s-level accounting programs contain majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, or streams, etc., describe the ways in which the academic accounting unit ensures academic quality in these disciplinary component areas of the programs.*
12. *For each associate- and bachelor’s-level accounting program included in the accreditation review that is designed to prepare students for accounting certification and/or licensure, provide data on the extent of student success in meeting the relevant jurisdictional, regional, or national certification/licensure requirements.*

Table A4-4: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs

(Associate-Level Programs)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **associate-level programs** | | | | | | | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **FAR** | **MCA** | **AAS** | **TAX** | **GAR** | **NAR** | **IDA** | **AIS** | **ETH** | **FEF** | **ATS** | **ARA** | **LAW** | **REG** | **SIR** | **STA** |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** | **P** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #6*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #7*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #8*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #9*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #10*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #11*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #12*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Coverage Level Designations**: |
| I = ATK Area Introduced |
| R = ATK Area Reinforced |
| E = ATK Area Emphasized |

Table A4-4.SIR: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs

(Associate-Level Programs)

Specialized Industry Requirements: *Name of the Industry*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **associate-LEVEL PROGRAMS** | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **SIR**  **Content Area #1** | **SIR**  **Content Area #2** | **SIR**  **Content Area #3** | **SIR**  **Content Area #4** | **SIR**  **Content Area #5** | **SIR**  **Content Area #6** | **SIR**  **Content Area #7** | **SIR**  **Content Area #8** | **SIR**  **Content Area #9** | **SIR**  **Content Area #10** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |

SIR Content Area #1 = *Name of Content Area*

SIR Content Area #2 = *Name of Content Area*

SIR Content Area #3 = *Name of Content Area*

SIR Content Area #4 = *Name of Content Area*

SIR Content Area #5 = *Name of Content Area*

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SIR Content Area #7 = *Name of Content Area*

SIR Content Area #8 = *Name of Content Area*

SIR Content Area #9 = *Name of Content Area*

SIR Content Area #10 = *Name of Content Area*

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| **Coverage Level Designations**: |
| I = ATK Area Introduced |
| R = ATK Area Reinforced |
| E = ATK Area Emphasized |

Table A4-4.STA: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs

(Associate-Level Programs)

Special Topics in Accounting: *Name of the Topic*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **associate-level programs** | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **STA**  **Content Area #1** | **STA**  **Content Area #2** | **STA**  **Content Area #3** | **STA**  **Content Area #4** | **STA**  **Content Area #5** | **STA**  **Content Area #6** | **STA**  **Content Area #7** | **STA**  **Content Area #8** | **STA**  **Content Area #9** | **STA**  **Content Area #10** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |

STA Content Area #1 = *Name of Content Area*

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STA Content Area #7 = *Name of Content Area*

STA Content Area #8 = *Name of Content Area*

STA Content Area #9 = *Name of Content Area*

STA Content Area #10 = *Name of Content Area*

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| **Coverage Level Designations**: |
| I = ATK Area Introduced |
| R = ATK Area Reinforced |
| E = ATK Area Emphasized |

Table A4-4: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs

(Bachelor’s-Level Programs)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **bachelor’s-level programs** | | | | | | | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **FAR** | **MCA** | **AAS** | **TAX** | **GAR** | **NAR** | **IDA** | **AIS** | **ETH** | **FEF** | **ATS** | **ARA** | **LAW** | **REG** | **SIR** | **STA** |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** | **P** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #6*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #7*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #8*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #9*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #10*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #11*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #12*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Coverage Level Designations**: |
| I = ATK Area Introduced |
| R = ATK Area Reinforced |
| E = ATK Area Emphasized |

Table A4-4.SIR: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs

(Bachelor’s-Level Programs)

Specialized Industry Requirements: *Name of the Industry*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BACHELOR’S-LEVEL PROGRAMS** | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **SIR**  **Content Area #1** | **SIR**  **Content Area #2** | **SIR**  **Content Area #3** | **SIR**  **Content Area #4** | **SIR**  **Content Area #5** | **SIR**  **Content Area #6** | **SIR**  **Content Area #7** | **SIR**  **Content Area #8** | **SIR**  **Content Area #9** | **SIR**  **Content Area #10** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |

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SIR Content Area #9 = *Name of Content Area*

SIR Content Area #10 = *Name of Content Area*

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| **Coverage Level Designations**: |
| I = ATK Area Introduced |
| R = ATK Area Reinforced |
| E = ATK Area Emphasized |

Table A4-4.STA: Summary of Accounting Technical Knowledge (ATK) Coverage in Undergraduate Programs

(Bachelor’s-Level Programs)

Special Topics in Accounting: *Name of the Topic*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **bachelor’s-level programs** | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **STA**  **Content Area #1** | **STA**  **Content Area #2** | **STA**  **Content Area #3** | **STA**  **Content Area #4** | **STA**  **Content Area #5** | **STA**  **Content Area #6** | **STA**  **Content Area #7** | **STA**  **Content Area #8** | **STA**  **Content Area #9** | **STA**  **Content Area #10** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |

STA Content Area #1 = *Name of Content Area*

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STA Content Area #7 = *Name of Content Area*

STA Content Area #8 = *Name of Content Area*

STA Content Area #9 = *Name of Content Area*

STA Content Area #10 = *Name of Content Area*

|  |
| --- |
| **Coverage Level Designations**: |
| I = ATK Area Introduced |
| R = ATK Area Reinforced |
| E = ATK Area Emphasized |

# **Principle A4.3: Curricula of Master’s-Level Accounting Programs**

**Excellence in accounting education requires the content in the curricula of master’s-level accounting programs to build upon the foundational knowledge and skills that are developed in bachelor’s-level programs and to provide learning opportunities appropriate for advanced study in accounting.**

1. *For each master’s-level accounting program included in the accreditation review:*
2. *Provide Table A4-5: Summary of Accounting Technical Knowledge (ATK) Development in Master’s-Level Programs.*
3. *For each master’s-level accounting program included in the accreditation review that addresses specialized industry requirements (SIR), identify the particular industry to which the program relates and provide Table A4-5.SIR: Summary of Accounting Technical Knowledge (ATK) Development in Master’s-Level Programs-Specialized Industry Requirements.*
4. *For each master’s-level accounting program included in the accreditation review that addresses special topics in accounting (STA), identify the particular topic to which the program relates and provide Table A4-5.STA: Summary of Accounting Technical Knowledge (ATK) Development in Master’s-Level Programs-Special Topics in Accounting.*
5. *If your master’s-level accounting programs contain majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, or streams, etc. that require additional courses, modules, subjects, etc. beyond those that are common to those areas, you may choose to obtain credit for ATK development in these courses, modules, subjects, etc. by preparing a separate Table A4-5 (and A4-5.SIR and A4-5.STA as applicable) for each major, concentration, specialization, focus area, emphasis, option, track, field, and stream, etc.*
6. *For each master’s-level accounting program included in the accreditation review, explain the extent to which the curriculum in the program includes learning opportunities for the development of higher-order skills than are typically provided in bachelor’s-level programs. Specifically, identify the learning opportunities in the program that focus on:*
7. *Cross-functional integration of knowledge spanning the accounting technical knowledge component areas.*
8. *More advanced development of application, critical thinking, analytical, and problem-solving skills for the purposes of making reasoned judgments and sound decision making in accounting.*
9. *More highly-developed communication and collaboration skills needed by effective accounting professionals.*
10. *Enhanced development of the managerial, leadership, and strategic skills required of competent accounting professionals.*
11. *The development of advanced abilities to apply current and emerging business information technologies for data analysis and management in support of accounting decision making.*
12. *More advanced understanding of the professional, legal, and ethical responsibilities associated with the accounting profession.*
13. *Using Table A4-5 (and A4-5.SIR and A4-5.STA as applicable) and your responses to item 3 above for each master’s-level accounting program included in the accreditation review (including majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. contained within the program as applicable):*
14. *Demonstrate that the ATK coverage and learning/skills-development opportunities in the curriculum comprising the program are aligned and consistent with the particular career path and the roles and responsibilities for which the program is designed to prepare students.*
15. *If the program is designed to prepare students for accounting certification and/or licensure, demonstrate that the ATK coverage and learning/skills-development opportunities in the program’s curriculum are aligned and consistent with the relevant jurisdictional, regional, or national certification/licensure requirements.*
16. *Demonstrate that the ATK coverage and learning/skills-development opportunities in the curriculum comprising the program are aligned and consistent with the mission and broad-based goals of the academic accounting unit.*
17. *For any master’s-level accounting programs included in the accreditation review that do not address the ATK content areas and/or do not incorporate learning/skills-development opportunities that are normally expected of those types of degree programs and that are necessary for the particular career paths for which the programs are designed to prepare students, provide a rationale for this variation in coverage/content.*
18. *If your master’s-level accounting programs contain majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, or streams, etc., describe the ways in which the academic accounting unit ensures academic quality in these disciplinary component areas of the programs.*
19. *If the academic accounting unit offers any master’s-level programs that provide alternative pathways and increased access to master’s-level accounting education for nontraditional and non-accounting students:*
20. *Describe the requirements for each program, including the alternatives to traditional program elements.*
21. *Demonstrate that each program is academically sound and consistent with the academic accounting unit’s mission and broad-based goals.*
22. *For each master’s-level accounting program included in the accreditation review that is designed to prepare students for accounting certification and/or licensure, provide data on the extent of student success in meeting the relevant jurisdictional, regional, or national certification/licensure requirements.*
23. *Identify those master’s-level courses, modules, subjects, etc. that are not reserved exclusively for graduate students, and provide an explanation for these exceptions as applicable.*
24. *For students entering your master’s-level accounting programs who have not completed an undergraduate degree in accounting and who do not have the foundational knowledge and skills required for advanced study in accounting prior to enrolling in the programs, describe the ways in which the academic accounting unit develops this foundation and prepares these students for the master’s-level courses, modules, subjects, etc. in those programs.*

Table A4-5: Summary of Accounting Technical Knowledge (ATK) Development in Master’s-Level Programs

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **master’s-level programs** | | | | | | | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **FAR** | **MCA** | **AAS** | **TAX** | **GAR** | **NAR** | **IDA** | **AIS** | **ETH** | **FEF** | **ATS** | **ARA** | **LAW** | **REG** | **SIR** | **STA** |
| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** | **M** | **N** | **O** | **P** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #6*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #7*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #8*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #9*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #10*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #11*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #12*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Development Level Designations**: |
| P = Proficiency Developed in ATK Area |
| M = Mastery Developed in ATK Area |

Table A4-5.SIR: Summary of Accounting Technical Knowledge (ATK) Development in Master’s-Level Programs

Specialized Industry Requirements: *Name of the Industry*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **master’S-LEVEL PROGRAMS** | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **SIR**  **Content Area #1** | **SIR**  **Content Area #2** | **SIR**  **Content Area #3** | **SIR**  **Content Area #4** | **SIR**  **Content Area #5** | **SIR**  **Content Area #6** | **SIR**  **Content Area #7** | **SIR**  **Content Area #8** | **SIR**  **Content Area #9** | **SIR**  **Content Area #10** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |

SIR Content Area #1 = *Name of Content Area*

SIR Content Area #2 = *Name of Content Area*

SIR Content Area #3 = *Name of Content Area*

SIR Content Area #4 = *Name of Content Area*

SIR Content Area #5 = *Name of Content Area*

SIR Content Area #6 = *Name of Content Area*

SIR Content Area #7 = *Name of Content Area*

SIR Content Area #8 = *Name of Content Area*

SIR Content Area #9 = *Name of Content Area*

SIR Content Area #10 = *Name of Content Area*

|  |
| --- |
| **Development Level Designations**: |
| P = Proficiency Developed in ATK Area |
| M = Mastery Developed in ATK Area |

Table A4-5.STA: Summary of Accounting Technical Knowledge (ATK) Development in Master’s-Level Programs

Special Topics in Accounting: *Name of the Topic*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **master’s-level programs** | | | | | | | | | | |
| ***Program Name*** | | | | | | | | | | |
| **ATK AREA**  **REQUIRED**  **COURSES,**  **MODULES, SUBJECTS** | **STA**  **Content Area #1** | **STA**  **Content Area #2** | **STA**  **Content Area #3** | **STA**  **Content Area #4** | **STA**  **Content Area #5** | **STA**  **Content Area #6** | **STA**  **Content Area #7** | **STA**  **Content Area #8** | **STA**  **Content Area #9** | **STA**  **Content Area #10** |
| ***Course, Module, Subject #1*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #2*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #3*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #4*** |  |  |  |  |  |  |  |  |  |  |
| ***Course, Module, Subject #5*** |  |  |  |  |  |  |  |  |  |  |

STA Content Area #1 = *Name of Content Area*

STA Content Area #2 = *Name of Content Area*

STA Content Area #3 = *Name of Content Area*

STA Content Area #4 = *Name of Content Area*

STA Content Area #5 = *Name of Content Area*

STA Content Area #6 = *Name of Content Area*

STA Content Area #7 = *Name of Content Area*

STA Content Area #8 = *Name of Content Area*

STA Content Area #9 = *Name of Content Area*

STA Content Area #10 = *Name of Content Area*

|  |
| --- |
| **Development Level Designations**: |
| P = Proficiency Developed in ATK Area |
| M = Mastery Developed in ATK Area |

# **Principle A4.4: Curricula of Doctoral-Level Accounting Programs**

**Excellence in accounting education requires the curricula of doctoral-level programs in accounting to prepare students to make significant scholarly contributions to the academy or professional practice.**

1. *Describe each doctoral-level accounting program included in the accreditation review. This description must address the following areas:*
2. *The type and name of the program;*
3. *Curricular requirements (i.e., the courses, modules, subjects, etc. comprising the program);*
4. *Residency requirements for the program.*
5. *For each doctoral-level accounting program included in the accreditation review, describe the ways in which the program contributes to the development of students into individuals capable of contributing to the academy or professional practice. Specifically, describe the elements or learning opportunities in the program in the following areas:*
6. *The ways in which students demonstrate advanced knowledge in areas of accounting specialization;*
7. *The ways in which advanced research skills are developed and whether those research skills are quantitative or qualitative/applied in nature;*
8. *The dissertation or other research component (e.g., several smaller research projects/papers) and whether the research topics focus on theoretical issues or practice-oriented problems;*
9. *If applicable, the ways in which the program prepares students for teaching careers, including, but not limited to, the knowledge and skills associated with course and curriculum design, instructional technologies, and learning assessment;*
10. *The ways in which the program develops a sophisticated understanding of the importance of professional ethics, values, and integrity in support of accounting’s broad societal and economic purposes.*
11. *If your doctoral-level accounting programs contain majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, or streams, etc., describe the ways in which the academic accounting unit ensures academic quality in these disciplinary component areas of the programs.*
12. *For each doctoral-level accounting program included in the accreditation review, demonstrate that the learning opportunities in the curriculum comprising the program are aligned and consistent with:*
13. *The particular career path and the roles and responsibilities for which the program is designed to prepare students;*
14. *The mission and broad-based goals of the academic accounting unit.*
15. *For any doctoral-level accounting programs included in the accreditation review that do not incorporate learning opportunities that are normally expected of those types of degree programs and that are necessary for the particular career paths for which the programs are designed to prepare students, provide a rationale for this variation in content.*
16. *For each doctoral-level accounting program included in the accreditation review, provide evidence of the extent of student success in:*
17. *Mastering the disciplinary knowledge in their areas of accounting specialization and the advanced research skills necessary for contributing to the theoretical or practical body of knowledge in accounting;*
18. *Completing their programs of study.*
19. *Provide Table A4-6: Student Doctoral Research.*

Table A4-6: Student Doctoral Research

|  |  |
| --- | --- |
| **SELF-STUDY YEAR** | |
| **Name of Student** | **Title of Dissertation or Research Projects/Papers** |
| *Student #1* | *Title(s)* |
| *Student #2* | *Title(s)* |
| *Student #3* | *Title(s)* |
| *Student #4* | *Title(s)* |
| *Student #5* | *Title(s)* |
| **YEAR PRIOR TO SELF-STUDY YEAR** | |
| **Name of Student** | **Title of Dissertation or Research Projects/Papers** |
| *Student #1* | *Title(s)* |
| *Student #2* | *Title(s)* |
| *Student #3* | *Title(s)* |
| *Student #4* | *Title(s)* |
| *Student #5* | *Title(s)* |
| **TWO YEARS PRIOR TO SELF-STUDY YEAR** | |
| **Name of Student** | **Title of Dissertation or Research Projects/Papers** |
| *Student #1* | *Title(s)* |
| *Student #2* | *Title(s)* |
| *Student #3* | *Title(s)* |
| *Student #4* | *Title(s)* |
| *Student #5* | *Title(s)* |

# **Principle A4.5: International Dimensions of Accounting**

**Excellence in accounting education requires accounting students to be prepared to function effectively in a changing global environment. Therefore, the academic accounting unit, through its curricula and co-curricular programs, must ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global accounting and business environment.**

1. *For each accounting program included in the accreditation review, describe the ways in which the learning opportunities in the program prepare students to function effectively in the global accounting and business environment. This description should encompass:*

*a. Any majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. that deal with international accounting issues and practices;*

*b. Any courses, modules, subjects, etc. that deal with international accounting issues and practices;*

*c. Any other learning opportunities relating to the international dimensions of accounting that are integrated throughout the required courses, modules, subjects, etc. comprising the program.*

1. *Provide the following information pertaining to the experiential learning and co-curricular programs relating to international accounting offered by the academic accounting unit:*
2. *A description of the experiential learning and co-curricular programs offered by the academic accounting unit (e.g., international internship programs or other international clinical experiences, study-abroad programs, international student and/or faculty exchange programs, short-term international study tours, etc.).*
3. *A description of the ways in which the experiential learning and co-curricular programs prepare students to function effectively in the global business and accounting environment.*
4. *The number of students and faculty involved in each experiential learning and co-curricular program for the past three years.*
5. *Describe the ways in which the academic accounting unit fosters a global mind-set in its students, faculty, and administrators. This description should include an explanation of the ways in which the academic accounting unit prepares students to deal with cultural and ethnic diversity and to work effectively with diverse colleagues and clients.*

# **Principle A4.6: Information Technology Skills**

**Excellence in accounting education requires academic accounting units to integrate learning opportunities relating to current and emerging business information technologies into the curricula of its accounting programs.**

1. *For each accounting program included in the accreditation review (including majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. contained within the program), describe the extent to which current and emerging information technologies for data analysis and management are integrated into the curriculum of the program.*
2. *For each accounting program included in the accreditation review (including majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. contained within the program), describe the student learning opportunities that are incorporated into the program’s curriculum for the purpose of developing the necessary knowledge and skills in data creation, data mining, data analysis, data transformation, data reporting, data sharing, and data storage for the purpose of generating meaningful and reliable accounting information for decision making.*

# **Principle A4.7: Curriculum Review, Renewal, and Improvement**

**Excellence in accounting education requires curricula that are current and relevant, and that prepare students to be competent accounting professionals. Therefore, curriculum review, renewal, and improvement must be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the accounting programs offered by the academic accounting unit.**

1. *Describe the following curriculum management processes employed by the academic accounting unit:*
2. *The process for the continuous evaluation of the curricula in the accounting programs offered by the academic accounting unit*
3. *The ways in which outcomes assessment supports curriculum review, renewal, and improvement in the academic accounting unit*
4. *The process for changing program curricula or developing a new accounting program for the academic accounting unit*
5. *Document the involvement of the faculty in the academic accounting unit in the periodic review, renewal, and improvement of accounting programs and curricula.*
6. *Describe the ways in which alumni, employers of graduates, and other professionals in the accounting community are involved in the periodic review, renewal, and improvement of accounting programs and curricula.*
7. *Provide evidence of recent curricular revisions and/or new accounting programs that have resulted from the academic accounting unit’s curriculum management/development/improvement processes.*

### 

# **Principle A4.8: Summary Reflection on Accounting Curricula and Learning Opportunities**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate the effectiveness of its curricula, curricula-related processes, and program learning opportunities in supporting excellence in accounting education.**

*Provide a summary reflection on the academic accounting unit’s curricula, curricula-related processes, and program learning opportunities. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its curricula, curricula-related processes, and program learning opportunities in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the academic accounting unit’s curricula, curricula-related processes, and program learning opportunities.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

# **Principle A5.1: Qualifications of Accounting Faculty**

**Excellence in accounting education requires highly-qualified faculty. Therefore, the faculty who teach in accounting programs must possess significant academic and professional preparation.**

1. *Provide a current curriculum vita for each full-time and part-time accounting faculty member who teaches accounting courses offered by the academic accounting unit (these should be placed in an appendix of the self-study).*
2. *Describe and document the academic accounting unit’s policies and criteria for determining the qualification status of accounting faculty. This description must address the following areas:*
3. *Initial academic preparation (i.e., degrees) required of faculty at the time of hiring*
4. *Professional experience required of faculty at the time of hiring*
5. *The types and amounts of ongoing scholarly activity required of faculty in order to maintain their qualification status*
6. *The types and amounts of sustained professional engagements required of faculty in order to maintain their qualification status*
7. *Describe the extent to which the academic accounting unit integrates practice-oriented faculty into its programs and activities. This description should address the integration of practice-oriented faculty into the following areas:*
8. *Teaching*
9. *Research*
10. *Administration*
11. *Curriculum development and management*
12. *Learning assessment*
13. *Provide a credentials portfolio, a credentials summary, and a qualification justification for all accounting faculty members for whom, in addition to their degrees, a combination of graduate course work, professional experience, ongoing scholarly and professional activities, and teaching experience is used to establish their qualification status. A credentials portfolio, a credentials summary, and a qualification justification must also be provided for any accounting faculty member who does not hold at least a master’s degree (or equivalent post-graduate degree). (These should be placed in an appendix of the self-study.)*
14. *Provide Table A5-1: Accounting Faculty Qualifications.*

Table A5-1: Accounting Faculty Qualifications

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FACULTY**  **MEMBERS** | **YEAR OF**  **HIRE** | **HIGHEST DEGREE** | | **PROFESSIONAL CERTIFICATION** | | **ASSIGNED TEACHING DISCIPLINES** | **PROGRAM**  **LEVEL** | **LEVEL OF QUALIFICATION** |
| **TYPE** | **FIELD** |
| **FULL-TIME ACCOUNTING FACULTY** | | | | | | | | |
| *Faculty Member #1* | *Year* | *Degree* | *Field* | *Certification* | *Teaching Discipline #1*  *Teaching Discipline #2*  *Teaching Discipline #3* | | *Program Level #1*  *Program Level #2*  *Program Level #3* | *Qual. Level #1*  *Qual. Level #2*  *Qual. Level #3* |
| *Faculty Member #2* | *Year* | *Degree* | *Field* | *Certification* | *Teaching Discipline #1*  *Teaching Discipline #2*  *Teaching Discipline #3* | | *Program Level #1*  *Program Level #2*  *Program Level #3* | *Qual. Level #1*  *Qual. Level #2*  *Qual. Level #3* |
| *Faculty Member #3* | *Year* | *Degree* | *Field* | *Certification* | *Teaching Discipline #1*  *Teaching Discipline #2*  *Teaching Discipline #3* | | *Program Level #1*  *Program Level #2*  *Program Level #3* | *Qual. Level #1*  *Qual. Level #2*  *Qual. Level #3* |
| *Faculty Member #4* | *Year* | *Degree* | *Field* | *Certification* | *Teaching Discipline #1*  *Teaching Discipline #2*  *Teaching Discipline #3* | | *Program Level #1*  *Program Level #2*  *Program Level #3* | *Qual. Level #1*  *Qual. Level #2*  *Qual. Level #3* |
| *Faculty Member #5* | *Year* | *Degree* | *Field* | *Certification* | *Teaching Discipline #1*  *Teaching Discipline #2*  *Teaching Discipline #3* | | *Program Level #1*  *Program Level #2*  *Program Level #3* | *Qual. Level #1*  *Qual. Level #2*  *Qual. Level #3* |
| *Faculty Member #6* | *Year* | *Degree* | *Field* | *Certification* | *Teaching Discipline #1*  *Teaching Discipline #2*  *Teaching Discipline #3* | | *Program Level #1*  *Program Level #2*  *Program Level #3* | *Qual. Level #1*  *Qual. Level #2*  *Qual. Level #3* |
| **PART-TIME ACCOUNTING FACULTY** | | | | | | | | |
| *Faculty Member #1* | *Year* | *Degree* | *Field* | *Certification* | *Teaching Discipline #1*  *Teaching Discipline #2*  *Teaching Discipline #3* | | *Program Level #1*  *Program Level #2*  *Program Level #3* | *Qual. Level #1*  *Qual. Level #2*  *Qual. Level #3* |
| *Faculty Member #2* | *Year* | *Degree* | *Field* | *Certification* | *Teaching Discipline #1*  *Teaching Discipline #2*  *Teaching Discipline #3* | | *Program Level #1*  *Program Level #2*  *Program Level #3* | *Qual. Level #1*  *Qual. Level #2*  *Qual. Level #3* |

# **Principle A5.2: Deployment of Accounting Faculty**

**Excellence in accounting education requires appropriate program coverage by qualified faculty. Therefore, to ensure that the accounting programs offered by the academic accounting unit are properly supported, a high percentage of the student credit hour production (or other acceptable metric of teaching contribution) in undergraduate- and master’s-level programs, and at the locations at which the programs are offered, must be contributed by faculty who are doctorally-qualified or professionally-qualified for teaching at the appropriate program levels.**

**At the doctoral level, one hundred percent of the student credit hour production (or other acceptable metric of teaching contribution) in doctoral-level programs, and at the locations at which the programs are offered, must be contributed by faculty who are doctorally-qualified for teaching at the doctoral level.**

**In addition, for each undergraduate- and master’s-level accounting program offered (including majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. contained within the program), the academic accounting unit must have at least one full-time faculty member (or part-time faculty member who is employed on a permanent, regular, or ongoing basis) who is doctorally-qualified or professionally-qualified for teaching at the appropriate program level and who teaches in and provides oversight for that program. Each doctoral-level accounting program (including majors, concentrations, specializations, focus areas, emphases, options, tracks, fields, and streams, etc. contained within the program) must be entirely supported by faculty who are doctorally-qualified for teaching at the doctoral level.**

1. *Provide Table A5-2: Faculty Deployment by Qualification Level, Program Level, and Location.*
2. *Provide Table A5-3: Summary of Faculty Deployment by Program Level and Location.*
3. *Provide Table A5-4: Summary of Student Credit/Contact Hour Production by Location.*
4. *Provide the following program coverage information:*
5. *Table A5-5: Accounting Program Coverage by Qualified Faculty.*
6. *For any doctoral-level program included in the accreditation review that does not have 100% program coverage by faculty who are doctorally-qualified for teaching at the doctoral level, provide an explanation for this variation in required program coverage.*
7. *Describe the extent to which the academic accounting unit’s deployment of accounting faculty ensures consistent quality across programs, program levels, and locations at which the programs are offered.*

Table A5-2: Faculty Deployment by Qualification Level, Program Level, and Location

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Qualification**  **Level**  **Program**  **Level** | **DQ-U** | **DQ-M** | **DQ-D** | **PQ-U** | **PQ-M** | **OQL** | **Total**  **SCH** |
| **SCH** | **SCH** | **SCH** | **SCH** | **SCH** | **SCH** |
| ***Campus, Educational Location, Instructional Site #1*** | | | | | | | |
| **undergraduate level** |  |  |  |  |  |  |  |
| **Master’s Level** |  |  |  |  |  |  |  |
| **Doctoral level** |  |  |  |  |  |  |  |
| **totals** |  |  |  |  |  |  |  |
| ***Campus, Educational Location, Instructional Site #2*** | | | | | | | |
| **undergraduate level** |  |  |  |  |  |  |  |
| **Master’s Level** |  |  |  |  |  |  |  |
| **Doctoral level** |  |  |  |  |  |  |  |
| **totals** |  |  |  |  |  |  |  |
| ***Campus, Educational Location, Instructional Site #3*** | | | | | | | |
| **undergraduate level** |  |  |  |  |  |  |  |
| **Master’s Level** |  |  |  |  |  |  |  |
| **Doctoral level** |  |  |  |  |  |  |  |
| **totals** |  |  |  |  |  |  |  |
| **Grand Totals Across All Campuses, Educational Locations, and Instructional Sites** | | | | | | | |
| **undergraduate level** |  |  |  |  |  |  |  |
| **Master’s Level** |  |  |  |  |  |  |  |
| **Doctoral level** |  |  |  |  |  |  |  |
| **totals** |  |  |  |  |  |  |  |

Table A5-3: Summary of Faculty Deployment by Program Level and Location

|  |  |
| --- | --- |
| ***Campus, Educational Location, Instructional Site #1*** | |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE UNDERGRADUATE LEVEL** | **undergraduate-level SCH** |
| Total Undergraduate-Level SCH Taught by Accounting Faculty at this Location |  |
| Undergraduate-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Percent of Total Undergraduate-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Undergraduate-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Percent of Total Undergraduate-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE MASTER’S LEVEL** | **master’s-level**  **SCH** |
| Total Master’s-Level SCH Taught by Accounting Faculty at this Location |  |
| Master’s-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Percent of Total Master’s-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Master’s-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Percent of Total Master’s-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE DOCTORAL LEVEL** | **doctoral-level**  **SCH** |
| Total Doctoral-Level SCH Taught by Accounting Faculty at this Location |  |
| Doctoral-Level SCH Taught by Doctorally-Qualified Faculty (for Teaching at the Doctoral Level) at this Location |  |
| Percent of Total Doctoral-Level SCH Taught by Doctorally-Qualified Faculty (for Teaching at the Doctoral Level) at this Location |  |

|  |  |
| --- | --- |
| ***Campus, Educational Location, Instructional Site #2*** | |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE UNDERGRADUATE LEVEL** | **undergraduate-level SCH** |
| Total Undergraduate-Level SCH Taught by Accounting Faculty at this Location |  |
| Undergraduate-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Percent of Total Undergraduate-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Undergraduate-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Percent of Total Undergraduate-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE MASTER’S LEVEL** | **master’s-level**  **SCH** |
| Total Master’s-Level SCH Taught by Accounting Faculty at this Location |  |
| Master’s-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Percent of Total Master’s-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Master’s-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Percent of Total Master’s-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE DOCTORAL LEVEL** | **doctoral-level**  **SCH** |
| Total Doctoral-Level SCH Taught by Accounting Faculty at this Location |  |
| Doctoral-Level SCH Taught by Doctorally-Qualified Faculty (for Teaching at the Doctoral Level) at this Location |  |
| Percent of Total Doctoral-Level SCH Taught by Doctorally-Qualified Faculty (for Teaching at the Doctoral Level) at this Location |  |

|  |  |
| --- | --- |
| ***Campus, Educational Location, Instructional Site #3*** | |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE UNDERGRADUATE LEVEL** | **undergraduate-level SCH** |
| Total Undergraduate-Level SCH Taught by Accounting Faculty at this Location |  |
| Undergraduate-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Percent of Total Undergraduate-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Undergraduate-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| Percent of Total Undergraduate-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at this Location |  |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE MASTER’S LEVEL** | **master’s-level**  **SCH** |
| Total Master’s-Level SCH Taught by Accounting Faculty at this Location |  |
| Master’s-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Percent of Total Master’s-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Master’s-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| Percent of Total Master’s-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at this Location |  |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE DOCTORAL LEVEL** | **doctoral-level**  **SCH** |
| Total Doctoral-Level SCH Taught by Accounting Faculty at this Location |  |
| Doctoral-Level SCH Taught by Doctorally-Qualified Faculty (for Teaching at the Doctoral Level) at this Location |  |
| Percent of Total Doctoral-Level SCH Taught by Doctorally-Qualified Faculty (for Teaching at the Doctoral Level) at this Location |  |

|  |  |
| --- | --- |
| **Grand Totals Across All Campuses, Educational Locations, Instructional Sites** | |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE UNDERGRADUATE LEVEL** | **undergraduate-level SCH** |
| Total Undergraduate-Level SCH Taught by Accounting Faculty at All Locations |  |
| Undergraduate-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at All Locations |  |
| Percent of Total Undergraduate-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at All Locations |  |
| Undergraduate-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at All Locations |  |
| Percent of Total Undergraduate-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Undergraduate Level or Higher) at All Locations |  |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE MASTER’S LEVEL** | **master’s-level**  **SCH** |
| Total Master’s-Level SCH Taught by Accounting Faculty at All Locations |  |
| Master’s-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at All Locations |  |
| Percent of Total Master’s-Level SCH Taught by Doctorally- or Professionally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at All Locations |  |
| Master’s-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at All Locations |  |
| Percent of Total Master’s-Level SCH Taught Only by Doctorally-Qualified Faculty (for Teaching at the Master’s or Doctoral Level) at All Locations |  |
| **STUDENT CREDIT/CONTACT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR AT THE DOCTORAL LEVEL** | **doctoral-level**  **SCH** |
| Total Doctoral-Level SCH Taught by Accounting Faculty at All Locations |  |
| Doctoral-Level SCH Taught by Doctorally-Qualified Faculty (for Teaching at the Doctoral Level) at All Locations |  |
| Percent of Total Doctoral-Level SCH Taught by Doctorally-Qualified Faculty (for Teaching at the Doctoral Level) at All Locations |  |

Table A5-4: Summary of Student Credit/Contact Hour Production by Location

|  |  |  |
| --- | --- | --- |
| **Campus, Educational Location, Instructional Site** | **Student Credit/contact Hours (SCH) Taught at this Location** | **Percentage of the Total Number of Student Credit Hours Taught at this Location** |
| *Location #1* |  |  |
| *Location #2* |  |  |
| *Location #3* |  |  |
| **TOTAL** |  |  |

Table A5-5: Accounting Program Coverage by Qualified Faculty

|  |  |  |
| --- | --- | --- |
| **ACCOUNTING PROGRAM** | **FACULTY MEMBER** | **QUALIFICATION LEVEL** |
| **ASSOCIATE-LEVEL PROGRAMS** | | |
| *Program #1* |  |  |
| *Program #2* |  |  |
| *Program #3* |  |  |
| *Program #4* |  |  |
| *Program #5* |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | |
| *Program #1* |  |  |
| *Program #2* |  |  |
| *Program #3* |  |  |
| *Program #4* |  |  |
| *Program #5* |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | |
| *Program #1* |  |  |
| *Program #2* |  |  |
| *Program #3* |  |  |
| *Program #4* |  |  |
| *Program #5* |  |  |

# **Principle A5.3: Scholarly and Professional Activities of Accounting Faculty**

**Excellence in accounting education requires accounting faculty members in the academic accounting unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge and teaching competencies, especially as they apply to their teaching disciplines.**

1. *Provide Table A5-6: Summary of Scholarly and Professional Activities of Full-Time Accounting Faculty.*
2. *Demonstrate that the scholarly and professional activities of the accounting faculty are related to their teaching and/or research disciplines and that accounting faculty members are current in their fields.*
3. *Provide qualitative descriptions and/or data from quantitative measures demonstrating the quality of the scholarly and professional activities of accounting faculty. The academic accounting unit may employ its own metrics of quality in providing this evidence.*
4. *Describe the extent to which the scholarly and research activities of accounting faculty are practice-oriented.*
5. *Demonstrate that the types and amounts of scholarly and professional activities of accounting faculty are consistent with and contribute to the mission and broad-based goals of the academic accounting unit.*

Table A5-6: Summary of Scholarly and Professional Activities of Full-Time Accounting Faculty

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SCHOLARLY AND PROFESSIONAL ACTIVITIES (LAST FIVE YEARS)** | | | | | | | | | | |
| **YEAR** | **Scholarship of Teaching**  **(SOT)** | | **Scholarship of Discovery**  **(SOD)** | | **Scholarship of Application**  **(SOA)** | | **Scholarship of Integration**  **(SOI)** | | **Professional Activities**  **(PA)** | |
| **Number of Activities** | **Percentage of Faculty Engaged in SOT** | **Number of Activities** | **Percentage of Faculty Engaged in SOD** | **Number of Activities** | **Percentage of Faculty Engaged in SOA** | **Number of Activities** | **Percentage of Faculty Engaged in SOI** | **Number of Activities** | **Percentage of Faculty Engaged in PA** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

# **Principle A5.4: Professional Development of Accounting Faculty**

**Excellence in accounting education requires accounting faculty to be engaged in a process of continuous improvement. Therefore, the academic accounting unit must provide opportunities for the professional development of faculty that are consistent with the expectations of the institution and its faculty; the mission and broad-based goals of the academic accounting unit; and the academic, business, and accounting communities.**

1. *Explain the ways in which the institution and the academic accounting unit foster and reward the professional development activities of accounting faculty.*
2. *For each accounting faculty member who holds a professional accounting-related license or certification, provide evidence that the faculty member’s license or certification is current and active.*
3. *For each full-time accounting faculty member who does not hold a professional accounting-related license or certification, or whose license or certification is not current or active, provide Table A5-7: Professional Development Activities of Full-Time Accounting Faculty.*
4. *Demonstrate the effectiveness of the professional development activities of the accounting faculty by providing examples of the results of their implementation within the academic accounting unit.*
5. *Demonstrate that the professional development activities of the accounting faculty are consistent with the mission and broad-based goals of the academic accounting unit.*
6. *Identify the documents that contain the institutional and/or academic accounting unit’s policies relating to the professional development of faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study).*

Table A5-7: Professional Development Activities of Full-Time Accounting Faculty

|  |  |
| --- | --- |
| **ACCOUNTING FACULTY MEMBER** | **PROFESSIONAL DEVELOPMENT ACTIVITIES** |
| *Faculty Member #1*  *(Year #5)* | *1. Activity #1*  *2. Activity #2*  *3. Activity #3* |
| *Faculty Member #1*  *(Year #4)* | *1. Activity #1*  *2. Activity #2*  *3. Activity #3* |
| *Faculty Member #1*  *(Year #3)* | *1. Activity #1*  *2. Activity #2*  *3. Activity #3* |
| *Faculty Member #1*  *(Year #2)* | *1. Activity #1*  *2. Activity #2*  *3. Activity #3* |
| *Faculty Member #1*  *(Year #1)* | *1. Activity #1*  *2. Activity #2*  *3. Activity #3* |

# **Principle A5.5: Evaluation of Accounting Faculty**

**Excellence in accounting education requires institutions and their academic accounting units to have effective processes for faculty evaluation. Therefore, each institution must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of promotion and/or tenure, and for use in determining teaching effectiveness and the quality of student learning outcomes. This process must be appropriate for the level of degree program in which faculty are teaching.**

1. *Describe the process employed by the institution and the academic accounting unit for the performance review and evaluation of accounting faculty.*
2. *Demonstrate that the quality of teaching and student learning outcomes is a central component of the faculty evaluation process and explain the ways in which the process measures teaching and learning effectiveness.*
3. *Demonstrate that the distribution of accounting faculty contributions in the various performance areas included in the evaluation process is consistent with the mission and broad-based goals of the academic accounting unit.*
4. *Identify the documents that contain the institutional and/or academic accounting unit’s policies relating to the evaluation of accounting faculty, and provide copies of the relevant sections of these documents (these should be placed in an appendix of the self-study).*
5. *Provide blank copies of the instruments that are used in the faculty evaluation process (these should be placed in an appendix of the self-study).*

# **Principle A5.6: Summary Reflection on Accounting Faculty Characteristics, Activities, and Processes**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in accounting education.**

*Provide a summary reflection on the academic accounting unit’s faculty characteristics and activities and its faculty-related processes. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the academic accounting unit’s faculty characteristics and activities and its faculty-related processes.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

# **Principle A6.1: Admissions Policies and Procedures**

**Excellence in accounting education requires clear, transparent, and effective admissions policies and procedures that are appropriate to the expectations of the institution’s accounting programs and that are implemented in a fair and consistent manner.**

1. *Describe the admissions policies and procedures for each of the accounting programs included in the accreditation review.*
2. *For each of the accounting programs included in the accreditation review, demonstrate that the admissions policies and procedures for the program are published, transparent to the public, and consistent with the type of program.*
3. *For each of the graduate-level accounting programs included in the accreditation review, demonstrate that the admissions policies or standards for the program require that students have or will have completed an appropriate bachelor’s-level degree, diploma, or other equivalent credential prior to admission to the program.*
4. *For each of the accounting programs included in the accreditation review, explain the ways in which the admissions policies and procedures for the program attempt to ensure that students admitted to the program have a reasonable chance to succeed.*
5. *Describe the ways in which the institution and/or the academic accounting unit evaluates and documents any transfer credits, courses, modules, etc. that are accepted from other institutions and applied toward satisfying requirements in the accounting programs.*
6. *Demonstrate that the policies and procedures governing transfer work ensure that the credits, courses, modules, etc. that are accepted from other institutions are comparable in quality to those comprising the academic accounting unit’s own accounting programs.*
7. *Provide evidence that the policies governing the acceptance of transfer work for credit in accounting programs require that the transfer credits/courses/modules/etc. must come from institutions that have appropriate nationally-recognized institutional accreditation or equivalent recognition, approvals, or legal authorizations to award degrees from an appropriate governing or legal body.*
8. *Demonstrate that the policies and procedures governing the acceptance of transfer work for credit in accounting programs are published and transparent to the public.*
9. *Describe the ways in which the institution and/or the academic accounting unit evaluates and documents any academic credit that is granted for work or life experience and/or other prior non-academic learning and applied toward satisfying requirements in accounting programs.*
10. *Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in accounting programs ensure that the learning resulting from these experiences is comparable in quality to the learning experiences provided in the academic accounting unit’s own accounting programs.*
11. *Demonstrate that the policies and procedures governing the acceptance of non-academic learning for credit in accounting programs are published and transparent to the public.*
12. *For each of the accounting programs included in the accreditation review, describe any exceptions that were made in the administration of the admissions policies for the program during the self-study year, and provide a rationale and justification for these exceptions.*

# **Principle A6.2: Academic Policies and Procedures**

**Excellence in accounting education requires clear, transparent, and effective policies and procedures pertaining to student academic performance and progression toward degree completion. These policies and procedures must be applied in a fair and consistent manner.**

1. *For each of the accounting programs included in the accreditation review, describe the academic policies and procedures pertaining to the program, and demonstrate that they clearly delineate standards, conditions, processes, or criteria for:*
2. *The academic performance of students;*
3. *The satisfactory academic progress of students toward completion of degree programs;*
4. *The identification of retention issues and at-risk students;*
5. *The provision of academic counseling and support services when needed;*
6. *The placement of students on academic sanction (e.g., warning, probation, suspension, etc.);*
7. *The dismissal of students from programs when necessary.*
8. *For each of the accounting programs included in the accreditation review, demonstrate that the academic policies and procedures pertaining to the program are published and transparent to the public.*
9. *For each of the accounting programs included in the accreditation review, demonstrate the effectiveness of the institution’s and/or the academic accounting unit’s policies and procedures relating to the academic performance of students and the satisfactory progress of students toward completion of their degree programs. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, graduation rates, retention rates, degree completion times in comparison to normal times-to-completion for the types of degree programs, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined).*
10. *Provide Table A6-1: Students Subject to Academic Sanctions.*
11. *For each of the accounting programs included in the accreditation review, describe any exceptions that were made in the administration of the academic policies for the program during the self-study year, and provide a rationale and justification for these exceptions.*

Table A6-1: Students Subject to Academic Sanctions

|  |  |  |  |
| --- | --- | --- | --- |
| **ACCOUNTING PROGRAM** | **Number of Students on Warning, Probation, etc.** | **Number of Students on Suspension** | **Number of Students Dismissed** |
| **ASSOCIATE-LEVEL PROGRAMS** | | | |
| *Program #1* |  |  |  |
| *Program #2* |  |  |  |
| *Program #3* |  |  |  |
| *Program #4* |  |  |  |
| *Program #5* |  |  |  |
| **BACHELOR’S-LEVEL PROGRAMS** | | | |
| *Program #1* |  |  |  |
| *Program #2* |  |  |  |
| *Program #3* |  |  |  |
| *Program #4* |  |  |  |
| *Program #5* |  |  |  |
| **MASTER’S-LEVEL PROGRAMS** | | | |
| *Program #1* |  |  |  |
| *Program #2* |  |  |  |
| *Program #3* |  |  |  |
| *Program #4* |  |  |  |
| *Program #5* |  |  |  |
| **DOCTORAL-LEVEL PROGRAMS** | | | |
| *Program #1* |  |  |  |
| *Program #2* |  |  |  |
| *Program #3* |  |  |  |
| *Program #4* |  |  |  |
| *Program #5* |  |  |  |

# **Principle A6.3: Career Development and Planning Services**

**Excellence in accounting education requires effective support for the career development of accounting students, including career planning services and placement assistance.**

1. *Describe the support for career development that the institution and/or the academic accounting provides to accounting students, including career planning services and placement assistance.*
2. *Demonstrate the effectiveness of the career development support provided by the institution and/or the academic accounting unit. Examples of metrics that can be used for demonstrating effectiveness may include, but are not limited to, job placement rates, graduate school placement rates, student satisfaction with services provided, employer satisfaction with graduates, career advancement of alumni, etc. (in providing this evidence, ensure that the metrics used are clearly and explicitly defined). In addition, the academic accounting unit may provide evidence of effectiveness in the form of examples of and testimonials from successful graduates.*

# **Principle A6.4: Summary Reflection on Student Policies, Procedures, and Processes**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate the effectiveness of its student policies, procedures, and processes in supporting excellence in accounting education.**

*Provide a summary reflection on the academic accounting unit’s student policies, procedures, and processes. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its student policies, procedures, and processes in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the academic accounting unit’s student policies, procedures, and processes.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

# **Principle A7.1: Financial Resources Supporting Accounting Programs**

**Excellence in accounting education requires financial resources that are sufficient to support a high-quality learning environment in the academic accounting unit and to accomplish its mission and broad-based goals.**

1. *Describe the budget development and resource allocation processes of the institution and the academic accounting unit.*
2. *Explain the ways in which the results from implementing the academic accounting unit’s outcomes assessment plan in terms of changes and improvements needed are integrated into the budget and resource allocation processes.*
3. *Describe the financial resources supporting the academic accounting unit’s programs and activities in the following areas:*
4. *Human resources*
5. *Physical and technological infrastructure*
6. *Accounting-related learning resources*
7. *Scholarly activities of accounting faculty*
8. *Professional development of accounting faculty*
9. *Technology support for accounting faculty and students*
10. *Student services*
11. *Provide Table A7-1: Salary Ranges of Full-Time Accounting Faculty by Rank.*
12. *If applicable, describe the method of computation of, and provide figures for, the amount of extra compensation of full-time accounting faculty for overload teaching (i.e., compensation over and above a faculty member’s annual contract compensation during the self-study year for teaching in excess of the contractual teaching load).*
13. *Provide figures for the amount of compensation of part-time/adjunct faculty who teach accounting courses offered by the academic accounting unit.*
14. *Demonstrate that the financial resources of the academic accounting unit are sufficient for accomplishing its mission and broad-based goals.*

Table A7-1: Salary Ranges of Full-Time Accounting Faculty by Rank

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FACULTY RANK** | **NUMBER OF**  **FULL-TIME FACULTY** | **ACADEMIC YEAR SALARY RANGES BY RANK** | | |
| **LOWEST** | **MEAN** | **HIGHEST** |
| Professor |  |  |  |  |
| Associate Professor |  |  |  |  |
| Assistant Professor |  |  |  |  |
| Instructor |  |  |  |  |
| Other |  |  |  |  |

# **Principle A7.2: Facilities Supporting Accounting Programs**

**Excellence in accounting education requires the physical facilities available to the academic accounting unit to be of sufficient quality to support a high-quality learning environment for its accounting programs.**

1. *Describe the physical facilities, such as classrooms, computer laboratories, faculty offices, and other physical spaces that are available to accounting students and faculty. This description should also address any plans for renovation of space or construction of new facilities associated with the accounting programs.*
2. *Describe the extent to which the physical facilities available to the academic accounting unit support a high-quality teaching and learning environment for the unit’s faculty and students.*

# **Principle A7.3: Learning Resources Supporting Accounting Programs**

**Excellence in accounting education requires a comprehensive library and other necessary learning resources to be available to accounting students and faculty.**

1. *Provide a listing of the accounting-related journals, periodicals, databases, and other learning resources available to accounting students and faculty.*
2. *Describe the ways in which the library supports the accounting programs offered by the academic accounting unit. This description should address the following areas:*
   1. *Support for accounting faculty*
   2. *Support for accounting students*
   3. *Acquisitions program (including faculty consultation and review)*
3. *Describe the extent to which the learning resources available to the academic accounting unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit’s faculty and students.*

# **Principle A7.4: Technological Resources Supporting Accounting Programs**

**Excellence in accounting education requires sufficient instructional and computing resources and support to be provided to accounting faculty and students.**

1. *Describe the instructional and educational technology and support available to accounting faculty and students. This description should address the following areas:*
2. *Technology (hardware and software) available in the classrooms used by the academic accounting unit*
3. *Technology (hardware and software) available to accounting students in computer laboratories and libraries*
4. *Technology (hardware and software) available to accounting faculty in their offices*
5. *Technology support available to accounting students and faculty*
6. *Describe the extent to which the technological resources available to the academic accounting unit are sufficient to support a high-quality teaching, learning, and scholarly environment for the unit’s faculty and students.*

# **Principle A7.5: Other Instructional Locations**

**Excellence in accounting education requires adequate resources to be available at all branch campuses, educational locations, and instructional sites at which accounting programs are offered.**

1. *If the accounting programs included in the accreditation review are offered at branch campuses, educational locations, or instructional sites other than the main campus/location/site, describe the resources that are available at each campus/location/site. This description should address the following areas:*
   1. *Faculty and other human resources*
   2. *Financial resources*
   3. *Facilities*
   4. *Learning resources*
   5. *Technological resources*
2. *Describe the ways in which the academic accounting unit ensures consistent quality across all branch campuses, educational locations, and instructional sites at which the accounting programs are offered.*
3. *Describe the extent to which the resources available at branch campuses, other educational locations, or other instructional sites are sufficient to support high-quality teaching, learning, and scholarly environments for the unit’s faculty and students at those campuses, locations, and sites.*

# **Principle A7.6: Summary Reflection on Resources Supporting Accounting Programs**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate the effectiveness of its various resources in supporting excellence in accounting education.**

*Provide a summary reflection on the academic accounting unit’s financial, physical, learning, and technological resources at all instructional locations at which accounting programs are offered. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the resources available to the academic accounting unit.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

# **Principle A8.1: External Linkages with the Accounting Community**

**Excellence in accounting education requires the academic accounting unit to have current and meaningful linkages to accounting practitioners and organizations. These linkages must be consistent with the unit’s mission and broad-based goals.**

1. *Describe the academic accounting unit’s linkages with the accounting practice community. This description should address any of the following linkages that apply to the academic accounting unit and the ways in which the linkages have contributed to the unit and its students and faculty:*
2. *Accounting advisory boards*
3. *Student internship programs in accounting*
4. *Executive-in-residence programs*
5. *Faculty-practitioner internship and externship programs*
6. *Guest lecturers/speakers*
7. *Institutional outreach programs*
8. *Partnerships and collaboration agreements with accounting firms/organizations*
9. *Professionally-active accounting student organizations*
10. *Practitioner-student mentoring programs*
11. *Joint faculty-practitioner research ventures*
12. *Describe the ways in which the academic accounting unit’s linkages with the accounting practice community are aligned and consistent with the particular career paths and the roles and responsibilities for which the unit’s accounting programs are designed to prepare students.*
13. *Describe the ways in which the academic accounting unit’s linkages with the accounting practice community are consistent with its mission and broad-based goals.*

# **Principle A8.2: External Accountability**

**Excellence in accounting education requires academic accounting units to be accountable to the public for the quality of their degree programs in accounting. Therefore, the academic accounting unit must have processes for the consistent, reliable public disclosure of information pertaining to student learning outcomes in its accounting programs. These processes must include the posting of student learning results for each IACBE-accredited accounting program on its website in a manner that is easily accessible by the public.**

1. *Provide Table A8-1: Public Disclosure of Learning Assessment Results. This table should specify the website path to the page on the institution’s website containing the academic accounting unit’s public disclosure of learning assessment results for each accounting program included in the accreditation review.*
2. *Provide copies of the documents containing the learning assessment results as described in item 1 above (these should be placed in an appendix of the self-study).*

Table A8-1: Public Disclosure of Learning Assessment Results

|  |  |
| --- | --- |
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# **Principle A8.3: Summary Reflection on External Relationships**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate the effectiveness of its external relationships in supporting excellence in accounting education.**

*Provide a summary reflection on the academic accounting unit’s external relationships. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its external relationships in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the academic accounting unit’s external relationships.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*

# **Principle A9.1: Innovation in Accounting Education**

**Excellence in accounting education requires the academic accounting unit to adapt to changes in the accounting profession, business, and society. Therefore, the academic accounting unit must provide an environment that encourages and recognizes innovation and creativity in the education of accounting students.**

1. *Describe the ways in which the academic accounting unit encourages and supports innovation and creativity in accounting education.*
2. *Provide examples of educational innovation over the past five years (e.g., innovative curricula, innovative learning opportunities for students, innovative teaching methodologies, innovative external relationships, innovative faculty research, etc.).*

# **Principle A9.2: Summary Reflection on Innovation in Accounting Education**

**Excellence in accounting education requires an evaluation of the academic accounting unit’s academic resources and educational processes in terms of their contributions to the unit’s overall performance relative to its mission. This requires the academic accounting unit to evaluate the effectiveness of its processes for fostering educational innovation in supporting excellence in accounting education.**

*Provide a summary reflection on the academic accounting unit’s processes for fostering educational innovation. In this reflection, consider the evidence presented in the self-study in the context of the academic accounting unit’s mission and:*

1. *Describe the general conclusions that the academic accounting unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in accounting education. These conclusions should include an identification of any changes and improvements needed in the academic accounting unit’s processes for fostering educational innovation.*
2. *Describe proposed courses of action to make the changes and improvements identified in item 1 above.*