



Business Technology Management Accreditation Council (BTMAC)

 Program Accreditation
Institutional Questionnaire and

Self-Assessment Report

For

Business Technology Management programs

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# 1 Introduction

The questionnaire provides essential qualitative and quantitative input for the evaluation team as part of the overall accreditation process. It also serves as a tool for self-assessment.

The accreditation process consists of the following steps:

* Request by the institution for evaluation of its program(s);
* Completion and submission of this questionnaire and supplementary material;
* On-site visit by a team of program evaluators;
* Submission of a draft report by the team to the dean and/or program director approximately 6 weeks after the visit. The institution may respond to team's finding and/or note errors of fact or findings and respond with 14 days.
* Formal consideration by the Business Management and Technology Accreditation Council resulting in a decision on accreditation.

In the evaluation process for accreditation as a Business Technology Management (BTM), the principal emphases are placed on the program administration, faculty, students and the curriculum.

## 1.1 Completing this form

To simplify the task of the Accreditation Council it is suggested that you complete the questionnaire by simply editing a copy of this document (Sections 3 and onward). Your responses will consist of filling in tables found below, and typing answers to certain free-form questions, also found below. The free-form answers should be in **boldface,** so they can be easily located. To assist you we have placed the word ‘**Answer**’ or ‘**Additional-comments**’ wherever a free-form answer is requested. However, if you wish, you may submit your responses as a separate document. Please be sure to include question numbers with your responses. If an alternate format is used, all of the information requested in this questionnaire must be included.

If you are using a web based submission, then please host the questionnaire in a **Word** format and not in Html format. All other materials can be provided in Html format.

Whether using a web template or not, you are encouraged to submit the completed questionnaire and related documentation in electronic format. Four copies of the electronic format copy should be submitted.

## 1.2 Sample Questionnaire Available

To assist BTM academic units in preparing for accreditation, especially in the transition to outcomes-based accreditation, we have prepared a sample questionnaire for a fictitious university. This can be obtained from the same website as this form. The sample does not have every detail completed, but it should show what is generally expected.

# 2.0 Contact Information

All information should be submitted at least **six weeks** prior to the visit to:

CIPS Accreditation Secretariat

5090 Explorer Drive, Suite 801

Mississauga, Ontario L4W 4T9

For questions contact:

Gina van Dalen, Manager Professional Standards

accreditation@cips.ca

(905) 602-1370 ext. 2329

**Draft Accreditation Report Production Guidelines**

The BTM academic unit can expect to receive the draft report within 8 to 10 weeks

# 3 information required

## 3.1 Material required at the time of the application

Please complete this questionnaire and submit each of the documents listed in the following table at the time of the application preferably in digital form

|  |  |  |
| --- | --- | --- |
|  | **Information required with the application** | **Check** |
| 1 | The official **University calendar**. A pointer to the website is almost always sufficient. |  |
| 2 | **Teaching assignments** for the current academic year. |  |
| 3 | **CVs for all faculty**, including information on grants received, recent evidence of scholarship, and professional involvement.  |  |
| 4 | **Recruitment Brochures** and Materials; examples of all materials other than the official Calendar or Program Handbook which are used for recruitment purposes should be included, e.g. brochures, flyers, data-sheets etc.  |  |
| 5 | **BTM specific Scholarships and Bursaries**; list BTM specific scholarships and bursaries available to students enrolled in the program. Include the criteria associated with the award as well as the amount on the award.  |  |
| 6 | **Course Outlines**; provide copies of all program course outlines for every course offered to students in the program. Course outlines are *not required* for disciplines outside of the Business Technology Management program. Course outlines should ideally contain learning objectives that can be mapped to the BTM Learning Outcomes.  |  |
| 7 | All official **department handbooks** describing the Business Technology Management program.  |  |
| 8 | All **guidance materials**, such as program checklists, distributed to undergraduate students |  |
| 9 | Any publications describing **physical, computing, library, and other physical resources**.  |  |
| 10 | Any publications describing the **Department's organization or operations**, such as the latest annual report, descriptions of internship programs, and so forth.  |  |
| 11 | General overview of the library facilities available to students |  |
| 12 | Completed Visit Agenda |  |

Additional materials that you feel may be helpful for the accreditation team should also be submitted. **Where possible, as much of the material as possible should be submitted in digital form, using CD-ROMs or memory sticks**. This is so they can be assessed while not connected to the Internet.

When new or updated material becomes available between the time the questionnaire is assembled and the date of the visit, it should be provided to the team members in advance or on arrival at the campus, with a copy to CIPS Accreditation Secretariat.

## 3.2 Material to be provided on each course at the time of the visit

Specific material for each Business Technology Management course must be made available to the visit team in their meeting room during the accreditation visit. Much of this can be provided electronically if desired. Confidential materials provided electronically should use a password-protected website, or else in four copies in the form of CD-ROMs or USB drives.

The following table should be replicated for every Business Technology Management course. Note that in addition to the material listed in this table, course outlines and details of the learning outcomes will already have been provided with the original application for accreditation.

|  |  |
| --- | --- |
| **Per-course information requirements at time of visit** | **Check** |
| **Course Code:** |  |
| **Course Name:** |  |
| **Sample assignments** |  |
| **Sample midterms, tests or quizzes** |  |
| **Sample final examination** |  |
| **Course textbook (provide a physical copy for examination or electronic access to an E-Book)** |  |
| **Course notes given to students (a link to the course website will suffice if the notes are there)** |  |

Demonstrable evidence must be provided regarding how this course ensures certain learning outcomes are fulfilled. This evidence will include samples of the actual work of students (projects, marked tests and exams, etc.).

Note that, other than physical textbooks, much of the above material *could* be provided at the time the application is submitted. However it is only *required* at the time of the visit.

# 4 The University Environment

## 4.1 Size of the academic unit

Please complete the following table to indicate the size of your operations (i) in absolute terms, (ii) as an approximate percentage of the operations of all units reporting to the same Dean (typically a *Faculty*), and (iii) as an approximate percentage of the total University operations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Your Unit | as % of Faculty | as % of University | Comments or clarifications |
| **Faculty FTE** | \_ | % |  | \_ |
| **Undergraduate full-time enrollment** | \_ | % |  | \_ |
| **Undergraduate part-time enrollment** | \_ | % |  | \_ |
| **Annual student-courses taught at all levels** | \_ | % |  | \_ |
| **Total salary budget** | \_ | % |  | \_ |
| **Total non-salary budget** | \_ | % |  | \_ |

## 4.2 University structure

How do the Department's programs fit into the structure of the University? Please include explicit references to the University calendar or other submitted materials.

# Answer5 Faculty

## 5.1 Financial resources

Please complete the following table to indicate the financial resources allocated in support of Business Technology Management faculty members:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Minimum for Faculty Members funded** | **Maximum** | **Number of Faculty Members included** | **Comments or clarifications** |
| **Salaries** |  |  |  |  |
| **Professional or other allowances** |  |  |  |  |
| **NSERC research grant** |  |  |  |  |
| **Other research funding** |  |  |  |  |
| **Other financial support** |  |  |  |  |

## 5.2 Non-regular faculty.

How many courses are taught annually by non-regular faculty (sessionals)? How are non-regular faculty hired?

**Answer**

## 5.3 Workload

How is the administrative load distributed among the faculty? What is the teaching load of faculty, both continuing and non-continuing? How are teaching assignments made?

**Answer**

## 5.4 Quality indicators

Please provide any additional data you have, not covered above, demonstrating the high or continually-improving quality of faculty members. This could include a high proportion of full-time faculty, SSHRC or NSERC or other grants, recent or planned hiring to renew faculty, good gender distribution, surveys showing high job satisfaction among faculty, and good student evaluations.

**Answer**

# 6 Students

## 6.1 Enrollment and graduates in each program

Please complete the following tables for the program for which you are seeking accreditation.

|  |
| --- |
| **Programs to be considered** |
| Official Program Name | Program Code\* |
|   |   |

\*”Program Code” should be an acronym or short name you will use to identify the entries in subsequent tables. This may be an acronym or similar code. It may be commonly used in your institution or invented for the purposes of this questionnaire.

|  |
| --- |
| **Current Enrollment** |
| Program Code | Year 1 | Year 2 | Year 3 | Year 4 |
|   |  |  |  |  |

|  |
| --- |
| **Numbers of graduates in each of the last five years** |
| Program Code | 5 years ago | 4 years ago | 3 years ago | 2 years ago | most recently |
|   |  |  |  |  |  |

## 6.2 Admission requirements, promotion requirements and passing averages

What are the requirements to enter into or continue in the program? Please include explicit references to the University calendar or other submitted materials.

**Answer:**

If you have articulation agreements in place with non-university educational institutions, describe what policies and processes there are in place to assure the equivalency of courses that are recognized under the articulation agreements.

**Answer**

## 6.3 Student counseling and advising

How are students advised about course and career selection?

**Answer:**

6.4 Student Real World Work Experiences

What opportunities are provided to students to obtain work experiences (i.e. co-op, internships etc.)?

**Answer:**

What opportunities are provided to students to obtain leadership and team experiences (i.e. case competitions, associations)?

**Answer:**

## 6.5 Quality indicators

Provide any data you have indicating the high and/or continuously improving quality of students. This could include prizes awarded, high levels of job placement, feedback from employers, low attrition rates, high admission averages and high graduation averages.

**Answer:**

# 7 Curriculum

Central to the outcomes-based accreditation process is demonstrating that all students have met certain learning and competency objectives by the time of graduation.

**Business Technology Management Learning Outcomes:**

**LO1. Integrative:** contains learning outcomes that integrate competencies developed in LO2 to LO6.

**LO2. Personal and Interpersonal:**  contains learning outcomes the build a student’s self-awareness and self management and develops the ability to have constructive, long term, interactions with others.

**LO3. Business:** contains learning outcomes that build a student’s knowledge of the broad context of business and provides a working knowledge of how business operates.

**LO4. Technology:** contains learning outcomes that provide an understanding of information and communications technologies.

**LO5.** **Technology in Business**: This area synthesizes the knowledge and competencies gained in the foundational knowledge areas of business and information communications technologies and create an additional competency in understanding: the potential, risks of, governance, acquisition, and management of ICT in and for business.

**LO6: Process, Projects and Change**: contains learning outcomes were students gain the foundations that enable them to help create well designed business processes, deliver well managed projects, and support individuals and groups undergoing change.

In judging curricula for accreditation, the main objective is to ensure that, taken together, the material taught leads students to have met the learning outcomes by the time they graduate. Ensuring this is the case requires courses with breadth and depth, and a variety of teaching strategies.

## 7.1 BTM Learning Outcomes

Complete the following tables. The expected knowledge and ability standards are defined in the BTMAC *Accreditation Criteria* document. Foundational knowledge and ability standards for the Learning Outcome 1 are defined in further detail in the BTM *Integrative Outcomes* document.

**Learning Outcome 1. Integrative:** contains learning outcomes that integrate competencies developed in LO2 to LO6.

Please note: One course might contribute to multiple learning outcomes or one learning outcome might be supported by more than one course. Examples are provided in red below.

|  |  |  |
| --- | --- | --- |
| Course Number(s) | Course Name(s) | Learning Outcome  |
| BUS 362BUS 362 | BUS 362 students do case-based projectsBUS 361 students do service projects  | Demonstrate the ability to effectively plan, manage and lead a business technology project. |
|  |  | Demonstrate the ability to understand and analyze a business problem - collect relevant information, describe and compare options and risks, and make recommendations. Demonstrate appropriate use of relevant techniques such as systems thinking and quantitative analysis. |
| BUS 362 | 362 students do a project focused on business process analysis  | Demonstrate the ability to analyze a business process, develop the "to-be" design, and then to create the implementation plan and the business change management plan to implement this design. |
|  |  | Demonstrate the ability to design and communicate a moderately complex technology-enabled solution to a business problem. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | Demonstrate understanding of how to analyze a business need, develop an RFx, evaluate the responses, and structure a contract with the successful vendor. Ability to evaluate the effectiveness, appropriateness and usability of an implemented information system .  |
|  |  |  | Demonstrate understanding of how to analyze a business need, develop an RFx, evaluate the responses, and structure a contract with the successful vendor. Ability to evaluate the effectiveness, appropriateness and usability of an implemented information system. |

**LO2. Personal and Interpersonal:**  contains learning outcomes the build a student’s self-awareness and self management and develops the ability to have constructive, long term, interactions with others.

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number(s) | Course Name(s) | Names of professor(s) who have most recently taught the course | Demonstrable learning Outcome |
|  |  |  | Demonstrate self-awareness and self-management, including mastery of ethical reasoning, client relationship management, business courtesies and self-presentation. |
|  |  |  | Demonstrate proficiency in listening, oral and written communications skills in a business context. |
|  |  |  | Exhibit an understanding of the strengths of a diverse workplace (including ability, ethnicity, religion, gender, sexual orientation, age/generation). |
|  |  |  | Demonstrate proficiency in working with individuals, including giving and receiving feedback and resolving differences using appropriate negotiation and conflict management skills. |
|  |  |  | Demonstrate proficiency in leading work-based teams (within or between organizations), including the ability to:• Persuade, influence, motivate and provide guidance• Facilitate a range of group innovation, analysis and decision making techniques• Engender and sustain trust • Effectively use technologies to facilitate and support group activities and processes |

**LO3. Business:** contains learning outcomes that build a student’s knowledge of the broad context of business and provides a working knowledge of how business operates.

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number(s) | Course Name(s) | Names of professor(s) who have most recently taught the course | Demonstrable learning Outcome |
|  |  |  | Exhibit an understanding of the history, current role and future trends (e.g. globalization, social responsibility) of business within society and the global economy |
|  |  |  | Demonstrate understanding of business design and business models (e.g. networked, supply chains, open innovation, collaborative ecosystems). |
|  |  |  | Be able to explain the financial, operational, and reputational risk management. Articulate the implications for business decisions of cyclical and event-driven external risks (e.g. credit crunch, pandemics, global warming, peak oil). |
|  |  |  | Exhibit an understanding of various kinds of organizations by industry sector, ownership, governance and size - their business models, key performance factors, dominant structures and processes. |
|  |  |  | Demonstrate understanding of the role, processes and structure of support functions of a business (e.g. general management, marketing, finance, R&D, IT, human resources). |
|  |  |  | Demonstrate understanding of the role, processes and structures of operational functions of a business (e.g. sales, manufacturing, distribution, customer support). |

**LO4. Technology:** contains learning outcomes that provide an understanding of information and communications technologies.

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number(s) | Course Name(s) | Names of professor(s) who have most recently taught the course (if required, use colour coding to align outcome with professor) | Demonstrable learning Outcome |
|  |  | Dr. XDr. YDr. ADr. BDr. CDr. DDr. EDr. F | Be able to explain the current and future issues in the following topics:• IT operations (e.g. delivery of service levels, change control, green IT) • Software development (e.g. methodologies, lifecycle, emerging techniques, usability, in-house vs. off the shelf / total cost of ownership)• Infrastructure lifecycle (networks, desktop and data centre hardware, operating systems, databases)• Overall application and technology landscape lifecycle (e.g. make technology choices that will ease the integration of unpredictable future technologies) |
|  |  | Dr. A | Able to meet business requirements by planning, designing, integrating into an existing landscape, implementing, and operating contemporary technologies in each of the following:• A network and computing platform• A custom software solution (implemented locally or in the cloud)• A packaged software solution (implemented locally or in the cloud) |
|  |  |  | Demonstrate understanding of the role, management and uses of information, including:• The role of information and data to support operations, decision making, planning and risk management• How to model, prepare, and structure data to support the creation and use of information and knowledge• Technologies for information management (e.g. reporting, analysis), knowledge management, collaboration management and content management. |

**LO5.** **Technology in Business**: This area synthesizes the knowledge and competencies gained in the foundational knowledge areas of business and information communications technologies and create an additional competency in understanding: the potential, risks of, governance, acquisition, and management of ICT in and for business.

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number(s) | Course Name(s) | Names of professor(s) who have most recently taught the course (if required, use colour coding to align outcome with professor) | Demonstrable learning Outcome |
|  |  |  | Describe how to optimize the contributions of IT to competitive strategy, innovation, decision-making and operations in various sizes and types of organizations, industry sectors, processes and functions. |
|  |  |  | Describe the impact of IT for individuals, groups, and communities, including culture, social and environmental issues. |
|  |  |  | Describe the structure, business value, offerings, and dynamics of the Canadian and international IT industries. This includes the economics of ICTs and specific subsectors (e.g., ERP, open source, outsourcing, web, mobility). |
|  |  |  | Be able to explain the economics and governance of IT and the IT function within organizations, including IT’s role, structure, challenges and career paths. |
|  |  |  | Demonstrate understanding of the risks and mitigation strategies to business operations inherent in the implementation of information and communications technologies (e.g. systems development, data security and privacy, business continuity, outsourcing, off-shoring and infrastructure). |
|  |  |  | Demonstrate understanding of and be able to evaluate the choices and activities in procurement and management of purchased IT products and services. |

**LO6: Process, Projects and Change**: contains learning outcomes were students gain the foundations that enable them to help create well designed business processes, deliver well managed projects, and support individuals and groups undergoing change.

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number(s) | Course Name(s) | Names of professor(s) who have most recently taught the course (if required, use colour coding to align outcome with professor) | Demonstrable learning Outcome |
|  |  |  | Be able to explain the overall organizational learning and innovation process / life-cycle, and its role in organizational success. |
|  |  |  | Business Process Analysis - demonstrate competence in process analysis using applicable knowledge areas from the International Institute of Business Analysis (IIBA) Business Analysis Body of Knowledge (BABOK) |
|  |  |  | Project Management - demonstrate appropriate understanding of the Project Management Institute's Project Management Body of Knowledge (PMBOK). |

## 7.2 Additional quality indicators

In addition to the per-course information given in Section 7.1, please summarize any other qualitative or quantitative assessment you have done which provides evidence that the learning outcomes have been met and that your curriculum is of high and/or continually improving quality. This may include surveys of students, surveys of employers, special tests given to students, interviews with students, etc.

**Answer:**

## 7.3 Additional questions regarding curriculum

How does the Department manage and review its curriculum?

**Answer**

How does the Department ensure that the program(s) (and courses) evolves in response to industry needs (include any references or documentation to appropriate environmental scans and or Program Advisory Committee recommendations)?

Answer

Are there other innovative aspects of the programs that deserve special mention?

**Answer**

# 8 Resources

*Answers to any of the following questions can be in the form of explicit reference to one or more pages in the submitted materials*

## 8.1 Physical facilities

Briefly summarize the physical facilities (including offices, laboratories, and classrooms) available to meet program needs.

**Answer**

## 82 Computing resources

Briefly describe the computing resources (hardware and software) available to your undergraduate students. What policies and procedures are in place for maintaining and upgrading equipment?

**Answer**

# 9 Privacy Code Statement

The information supplied in the submitted in this questionnaire is for the confidential use of the Business Technology Management Accreditation Council and its authorized agents, and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

The CIPS Accreditation Secretariat collects personal information through the accreditation questionnaire and during the site visit. This information is used solely by certain approved members of the CIPS national office staff, member volunteers who are related to the accreditation process, and external accreditors from the Seoul Accord, for the purpose of:

1) assessing a faculty's ability to meet the accreditation criteria;

2) assessing student compliance with the accreditation criteria;

2) performing an audit of Accreditation Councils ' procedures and processes.

The Canadian Information Processing Society is committed to the principles of the Canadian Standards Association’s “Model Code for the Protection of Personal Information.” A copy of the full “Accreditation Information Privacy” document can be obtained by contacting CIPS Executive Director at info@cips.ca or (905) 602 1370