**Information Systems**

**and**

**Technology**

**Accreditation Council**

***(ISTAC)***

**Institutional**

**Accreditation**

**Questionnaire**

* **Applied Degree**
* **Diploma**

***As of April 2024***

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# Abstract

These guidelines are written to aid faculty and administrators involved in the accreditation of Information and Communications Technology (ICT) programs within public and private not-for-profit universities, colleges and institutes of technology. These guidelines are administered by the Information Systems and Technology Accreditation Council *(ISTAC)* and apply to programs leading to certificates, diplomas and applied degrees and are typically one to four years of duration. Specific criteria are applicable depending upon the duration and intent of the programs undergoing accreditation.

The following sections are aligned with ISTAC accreditation criteria and are intended as a tool for accreditation seeking institutions. Questions and suggestions for improvements may be sent directly to the CIPS Accreditation Secretariat (accreditation@cips.ca).

# CIPS Contact Information

This questionnaire is intended to elicit information to assist the ISTAC and the accreditation team in appraising your program(s) against the criteria.

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:

CIPS Accreditation Secretariat at [accreditation@cips.ca](mailto:accreditation@cips.ca)

**Draft Accreditation Report Production Guidelines**

The following draft accreditation report production guidelines are used by the accreditation team. The Department can expect to receive the draft report within the noted timelines.

Regular review single program - Draft ready within 6 to 8 weeks

Regular review multiple programs - Draft ready within 8 to 10 weeks

# Institutional Information

|  |  |
| --- | --- |
| **School Name:** |  |
| **Program Name(s) (for which accreditation is being sought):** |  |
| **Submitted by (name and position):** |  |
| **Date Submitted:** |  |
| **Contact Information (tel. and e-mail):** |  |

# 1. Introduction

The Information Systems and Technology Accreditation Council is an autonomous body established by the Canadian Information Processing Society.

The Council has as its objectives:

1. To formulate and maintain high educational standards for universities, colleges and institutes of technology offering information and communications technology (ICT) programs, and to assist those institutions in planning and carrying out educational programs.
2. To promote and advance all phases of ICT education with the aim of promoting public welfare through the development of better educated computer practitioners and professionals.
3. To foster a cooperative approach to ICT education among industry, government, and educators both nationally and globally to meet the changing needs of society.

The purpose of accreditation is to recognize programs whose graduates will have received an outstanding undergraduate education in ICT – an education informed by state-of-the-art professional practice, sound underpinnings of information and computer technologies, and the needs and applications of industry. Accreditation can also be an important component in an Institution's quality monitoring and improvement program.

ISTAC accredits programs primarily in Canada but welcomes institutions from outside Canada wishing to undergo accreditation based on ISTAC criteria and standards.

ISTAC accreditation criteria incorporate principles of *outcomes-based* accreditation. This contrasts with an emphasis on educational *inputs,* such as number of courses taught, and lists of topics in the curriculum. The emphasis of these criteria is instead towards *outcomes*, i.e., *identifying and setting sound educational objectives and measuring the extent to which* *these objectives have been met*. These objectives and outcomes can be expressed at course or program levels.

More specifically, outcomes-based accreditation requires the setting of clear program *objectives* (i.e. the intended purpose of the program) and program *outcomes* which describe what students should know and be capable of doing upon graduation from the program. Program outcomes can also be expressed as *graduate attributes*, defined as 'a set of individually-assessable outcomes that are indicative of a graduate's potential competency'. Institutions will typically set their own specific program objectives, outcomes and graduate attributes but ISTAC accredited programs are expected to substantially meet one of three ranges of graduate attributes as defined by the Seoul Accord which has established a set of internationally recognized expectations for students graduating from various types of ICT programs.

ISTAC accreditation is designed primarily for applied degree, diploma and certificate programs as offered through universities, colleges, institutes of technology and other institutes of higher learning. Specific ISTAC criteria are provided corresponding to the three levels or ranges of graduate attributes as set by the Seoul Accord[[1]](#footnote-1). As such, ISTAC accreditation is intended to be applied to a wide range of program types and durations, providing institutions with the flexibility to design ICT program outcomes and graduate attributes to meet the needs of their institutional mandates, students and target industries.

# 2. Method of Evaluation

## 2.1 Overall Evaluation

Programs submitted for accreditation will be evaluated based on data submitted by the institution in the form of a self-study report and other supporting documentation, together with the report of an on-site visit by a qualified team representing the Council.

The self-study report should follow a structured outline to be described in Sections 5 though 12 and involves answering a series of questions and completion of tables. During the process of creating the report, the institution should demonstrate to itself and to the Council that it can meet the accreditation criteria or, if not, it should demonstrate that it is aware of the shortcomings and has a concrete plan to rectify them. In particular, the report should demonstrate how all aspects of the program, including students, faculty, resources and curriculum together enable the achievement of a set of defined program objectives, discussed in section 5. The self-study report will be used as primary input for the analysis of the program by the on-site visiting team.

The purpose of the site visit is three-fold:

First, the site visit should assess factors beyond those described in the questionnaire. The overall educational environment, the morale and calibre of the staff and the student body, and the approach taken to the work performed are examples of intangible qualitative factors that are not always apparent in a written statement.

Second, the visiting team can observe firsthand the strengths, unique characteristics and areas of potential improvements related to the program.

Third, the team will assess and validate the material in the self-study including:

1. Organization structure and administration of the institution.
2. Education programs offered, and credentials conferred by the institution overall.
3. The basis of and requirements for admission of students both in general and to the program(s) undergoing accreditation.
4. Number of students enrolled in the educational programs undergoing accreditation.
5. Teaching staff and teaching loads.
6. Commitment to and support for professional development, industry involvement and research.
7. Resources:
   1. physical: classrooms, laboratories, equipment, and offices,
   2. reference materials: electronic resources and/or digital libraries,
   3. additional facilities, where they exist and are relevant (e.g., entrepreneurship labs, maker spaces, innovation labs)
8. Curricular content of the program(s).
9. Program delivery and outcomes, including sampling of transcripts, examinations, projects, assignments, etc.
10. Innovative and special features of the program.
11. Institutional policies and supports.

## 2.2 Submission Guidelines

Please submit the following documents in an accessible platform, in the identified folder structure as part of your electronic submission package. (e.g., Cloud, Dropbox, SharePoint, LMS)

**Folder Structure is as follows:**

**Program Name** (root folder), which will contain the following:

* Self-study report in Word format
* Final visit agenda in Word format
* The following sub-folders:
  + **Curriculum** folder will contain the following:
    - All Course Detailed Syllabus Outlines
    - Curriculum development policies and procedures documents
  + **Facilities** folder will contain the following:
    - Lab report(s) listing hardware and software configurations:
      * Provide a detailed lab room listing with computer hardware specifications.
      * A listing of software used in the credential.
      * Provide any student computer specification documentation, such as Bring Your Own Device or any other required resources.
    - Campus Map or Program Area Map (if available)
  + **Faculty** folder will contain the following:
    - Faculty CVs
    - Faculty Load policy or collective agreement article
  + **Institutional** folder will contain the following:
    - Organization Chart, which includes a diagram of the administration of the school emphasizing the reporting structure of the department offering the program to be accredited.
    - Institutional Calendar, which also includes copies of all external publications which describe the school and the program.
    - Program Handbook (if one exists)
    - Program Entrance Requirements
    - Program KPI Document
  + **Industry** folder will contain the following:
    - Program Advisory Committee Terms of Reference
    - Previous PAC meeting minutes
    - Current membership names and organizations
  + **Other** folder will contain materials additional to the ones listed above.

Please include any other documentation you believe relevant to the program accreditation process within the appropriate folders identified.

## 2.3 Required On-Site Course Information

In addition to the course outlines provided in the questionnaire package, the school also needs to ensure that the team can verify students' course outcomes against course expectations. The school therefore needs to gather the following materials in a central location in hard or soft copy format (i.e., in the accreditation team central meeting room) for the accreditation team to review.

**Note:** Failure to provide this information on site may result in the cancellation of the visit. The cost of rescheduling the visit will be the responsibility of the school.

**Please mark the following table to confirm that you will have materials on site.** If materials are not available, please explain the reason.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Type** | **Diploma** | **Advanced Diploma** | **Degree** |
| * Programming language courses:   + - First and second year     - Third year     - Fourth year |  |  |  |
| * Database courses |  |  |  |
| * Operating System course |  |  |  |
| * Systems Analysis and Design courses |  |  |  |
| * Final project course |  |  |  |
| * Emerging topic courses *(if applicable)* |  |  |  |
| * Communication/English course |  |  |  |
| * Liberal Studies course |  |  |  |
| * Other courses being highlighted |  |  |  |

|  |
| --- |
| Course Material Requirements |
| Course Number |
| Course Name |
| Assignments (1 final assignment): Average & High scoring |
| Final Exam: Average & High scoring |
| Term Capstone Project (student sample) |
| Other Relevant Assessments (if applicable) |

# 3.Glossary

For the purpose of ISTAC accreditation, the following definitions apply.

**Graduate Attributes:** A high level 'set of individually assessable outcomes that are indicative of a graduate's potential competency' [<https://www.seoulaccord.org/document.php?id=79>]. The Graduate Attributes used by ISTAC are those established by the Seoul Accord (<https://www.seoulaccord.org>).

Three ranges of attributes are defined:

**Computing Professional**

**Computing Technologist**

**Computing Technician**

**Degree program\***: A program typically 4 years in duration leading to a baccalaureate degree. The expected graduate attributes will be in the **Computing Professional** range.

**Diploma Program\***: A program typically 2 or 3 years in duration leading to a Diploma, Diploma of Technology or similar credential. The expected graduate attributes will be in the **Computing Technologist** range.

**Certificate Program\***: A program typically 1 year in duration leading to a Certificate. The expected graduate attributes will be in the **Computing Technician** range.

**Objective**: Planned goals or intent of a program or educational unit (e.g., course). Generally expressed from the perspective of the teacher or faculty. Occasionally the term is used interchangeably with Outcome.

**Outcome**: Measurable evidence that an objective has been met. Also refers to the expectations of the students' achievements or accomplishments after the educational activity. Generally expressed from the learners' perspective. Occasionally used interchangeably with Objective.

**Quality Indicator**: Qualitative or quantitative data used to help assess whether an objective has been met.

**Rubric**: A document describing how an exam, assignment or other student activity should be evaluated, specifically mapping to the learning objectives that should be assessed.

\* These typically refer to an initial credential in the ICT area. The expected graduate attributes for programs which require advanced prerequisites, especially in the ICT field, may differ depending upon the nature of the program. E.g. the expected graduate attribute for a one-year certificate program where the prerequisite is a degree or diploma in an ICT area might be in the Computing Technologist or Computing Professional range. For further information which graduate attribute range might be appropriate for a specific program, please contact the CIPS Accreditation Secretariat.

# 4. Accreditation Process



# 5. Objectives and Outcomes

Each program must have a set of program objectives and graduate attributes describing what students should know and be capable of doing following graduation.

Institutions and individual programs have flexibility in setting their own program objectives, outcomes and graduate attributes but they must also substantially meet the appropriate graduate attribute range set by the Seoul Accord. Institutions may: adopt these verbatim; add to them; or reword some of them to meet local conditions or conform to internal requirements. In some situations, a documented mapping of the institution's program objectives to the Seoul Accord attributes may be required to demonstrate that the appropriate attribute range has been achieved.

## 5.1 The ISTAC Graduate Attributes

The table in Appendix A provides profiles of graduates of three types of postsecondary educational computing programs, as defined for the Seoul Accord.

## 5.2 Quality Indicators and Outcomes

Evidence should be provided that the graduate attributes defined for each program have been fulfilled. In other words, there must be evidence that what students know and are capable of doing following graduation correspond with the defined program-level objectives. This is achieved by *quality indicators*. These are qualitative and quantitative data gathered by the institution.

The Accreditation will review quality indicators in each of the following areas/sections: Faculty, Students, Curriculum, and Resources. Suggestions for quality indicators are provided in each corresponding section. The self-study and accreditation process largely involve studying and verifying the quality indicators to ensure that the outcomes correspond to the defined objectives.

## 5.3 Quality Improvement/Enhancement Process

Evidence should be provided that the department has a quality enhancement process to improve the programs under accreditation through regular review and upgrade of program objectives and graduate attributes.

**Please note: When completing the following sections, you should read the respective sections of the ISTAC criteria document to frame appropriate context regarding your responses.**

# 6. The College Environment

## 6.1 College Description

* Include an overall description of the institution and the department in which the program resides.

## 6.2 Program Enrollment Data

* Complete the following table to show the enrollment pattern.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program ID: | 4 years ago | 3 years ago | 2 years ago | 1 year ago | Current year |
| Applications FT |  |  |  |  |  |
| Applications PT |  |  |  |  |  |
| Accepted FT |  |  |  |  |  |
| Accepted PT |  |  |  |  |  |
| Enrolled FT |  |  |  |  |  |
| Enrolled PT |  |  |  |  |  |

*\* If applicable* create a table for each program submitted for review

* Complete the following tables to show graduate trends:

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

## 6.3 Program / Course Delivery Modality

* Please address program and course delivery modality (e.g., virtual, hybrid, etc.) with regards to faculty, students, and courses.

# 7. Faculty

***Note: Relevant salary policy documents, and/or collective agreements should be made available to the team during their visit. These do not have to be submitted with the materials outlined in this questionnaire.***

## 7.1 Overall Number

* Please complete the following table:

|  |  |
| --- | --- |
|  | *(as of this past April 1)* |
| **Number of full-time faculty:** |  |
| **Number of sessional faculty:** |  |
| **Number of other faculty:** |  |
| **Number of open positions:** |  |
| **Number of additional projected positions:** |  |

## 7.2 Faculty Professional Profiles

* Please complete the following table:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name**  ***(or #1..N)*** | **Status**  ***Full-Time (FT)***  ***Part-Time (PT)***  ***Sessional (SE)*** | **Degree** | **Major** | **Professional Experience**  **(# of yrs / type)** | **Course(s)**  **Taught** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## 7.3 Faculty Workload

* Please complete the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name**  ***(or #s 1..N)*** | **Teaching**  **Hours/Week** | **Other**  **Hours/Week** | **Description of Other Duties** | **Total**  **Hours** |
|  |  |  |  |  |
|  |  |  |  |  |

Please address the following points:

1. How many courses are taught annually by full-time and/or sessional faculty?
2. How is the administrative load distributed among the faculty?
3. How is the teaching load distributed among the faculty?
4. Is there a formal policy on teaching loads? If so, please include a copy of the policy.
5. How are teaching assignments made?
6. Professional development
   1. What is the college’s formal policy on professional development? *(a copy of the policy can be attached to this document, or a URL reference can be provided)*
   2. What is the annual funding allocation for faculty professional development? *(a five-year average can be provided)*
   3. What percentage of available professional development funding has been accessed/used?
7. In general, what type of professional development activities are undertaken by faculty? *(e.g., formal and informal learning and development activities, formal writing activities, reading and research related activities).*

# 8. Facilities and Resources

All the disciplines in an accredited program must have buildings, offices, laboratories, equipment, support staff, and fiscal resources that are appropriate for the characteristics of the program that is being undertaken. The accreditation team will review and tour these facilities as part of the on-site visit.

Suitable quality indicators for the self-assessment and accreditation report include the following, all assessed relative to the student population:

* Computers and software in labs,
* Sufficiency of the resources to teach the courses discussed in the Curriculum section, and to meet the Program Objectives

To evaluate the quality of resources, the visiting team will inspect them while touring the facilities, and will interview students, staff, and faculty.

Please address the following points:

1. Summarize the physical facilities (including offices, laboratories, and classrooms) available to meet program needs.
2. Describe the computing resources (hardware and software) available to your students.
3. Identify any Bring Your Own Device policies in place.

# 9. Administration, Planning and Internal Process

A capable administration must be in place that understands the special needs of a technical program. Formally documented policies and procedures should be in place and well communicated to faculty, students, and other stakeholders as appropriate. Planning (long and short term, operational and strategic) must take place at all levels, and a monitoring and feedback process must be present.

There should be a budget provision and a plan for updating equipment and software on a regular basis. A documented process must be in place to assure continuity and sustainability of ongoing program quality and currency.

The process for ongoing curriculum renewal must include the gathering of data from a variety of sources to inform the curriculum renewal process, including feedback from graduates and industry.

Please address the following points:

1. How does the program articulate key performance indicators (KPIs)? Provide some examples of how performance is measured - e.g., pre-requisites, employer feedback, graduate survey feedback, attrition rates, course failure rates, employment rates, etc.
2. Provide the curriculum development policy pertaining to curriculum development/renewal.

# 10. Students

A CIPS-accredited program is typically characterized by its enthusiastic students. Student selection and retention standards will be appropriate to the program. Well-established protocols will be in place for students transferring from other institutions, programs, or branch campuses.

A student advisory system for both academic and personal support is an important component in any educational program. The advisory system should embrace course selection, graduation advice and resolution of problems of a personal nature. Career guidance and employment support both pre- and post-graduation is a valuable resource.

Please address the following points:

1. Provide data on student’s satisfaction with their program and progress as assessed through questionnaires and interviews.

# 11. Industry Support

An important feature in the success of an information systems program is the interaction between the school and the local business community. A good interaction means support from industry and advice for the instructional staff.

Please address the following points:

1. Provide a copy of the Program Advisory Committee Terms of Reference.
2. Provide a copy of the Advisory Committee’s last two meeting minutes.
3. Provide the current Advisory Committee membership *(names and organizations)*.

# 12. Curriculum

The curriculum must serve the needs of the students, employers and the community. Accredited programs should allow all these stakeholders the opportunity to provide an influence on the curriculum and to ensure that graduates are qualified for information systems related employment. It should foster the development of graduates with a diverse set of skills to meet immediate and long-term needs. It is particularly important that graduates be prepared for ‘life-long learning’ to maintain currency in this rapidly changing and evolving field.

**Note: If accreditation is sought for multiple programs, please ensure that the relevant information is submitted for all programs. Please copy the curriculum tables and use one table for each program.**

## 12.1 General Curriculum

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

|  |  |  |
| --- | --- | --- |
| **Program to be considered** | | **Graduate Attributes** |
| **Official Program(s) Name** | **Program ID(s)** | **Graduates should be able to: ...** |
|  |  |  |
|  |  |  |
|  |  |  |

**NOTE: Program ID may be an acronym or short name by which the program is known. If such a name is not in common use, you may identify the program by any means you wish (e.g., short mnemonic or number) so that the entries in subsequent tables on this questionnaire may be easily related to the corresponding programs.**

12.1.1. 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.)?

12.1.2. How does the Department ensure that the program(s) (and courses) evolves in response to other stimuli (include curriculum renewal policies and procedures)?

## 12.2 Curriculum Mapping of Course Learning Outcomes to Graduate Attributes

***Please note: An Excel Worksheet has been provided to assist you in the mapping. You are welcome to add additional rows to any table where appropriate based on your program(s) current state.***

Please complete the following curriculum mapping table by semester. List each course within a semester and the course respective curriculum learning outcomes. Place an ‘X’ in each cell where appropriate under the assessment indicating how the learning outcome is assessed, and a 1-2-3 under the graduate attribute columns indicating the depth of knowledge achieved in this course (see legends below). Once the table is completed you will have created a high-level mapping summary visual of your program curriculum indicating how each outcome is assessed and what graduate attribute it maps to.

Every graduate attribute should be addressed within the table below. It is possible that non-classroom experiences may support attainment of some graduate attributes; if so, please extend the table accordingly. For further definition of program and course characteristics that are often associated with attaining graduate attributes, please refer to the ISTAC Criteria guide sections 11.3.

| **Assessment Mapping Legend** | **Graduate Attribute Mapping Legend** |
| --- | --- |
| **E** : Exam (typically final assessment)  **T** : Test or Quiz (during the semester)  **A** : Assignment  **L** : Lab work  **O** : Other (e.g., Project) | **1:** Beginner **2:** Intermediate **3:** Advanced |

***Please note:*** *Please complete this table in the provided Excel Worksheet. A sample table is below.*

**Identify course(s) which meet the graduate attribute(s) by completing the following table:  
(Full details of the graduate attributes are found in Appendix A and ISTAC Criteria section 11).**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester #** | | **Assessment** | | | | | **Graduate Attributes** | | | | | | | | | |
| **E** | **T** | **A** | **L** | **O** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Crs # & Name** | **Learning outcome 1** | **x** |  |  |  |  |  |  |  |  |  |  | **2** |  |  |  |
| **Learning outcome 2** | **x** |  | **x** | **x** |  |  |  | **1** |  |  |  |  |  |  |  |
| **Learning outcome 3** |  | **x** |  |  |  |  |  |  | **2** |  |  |  |  |  |  |
| **Learning outcome 4** |  |  |  | **x** |  |  |  |  |  | **3** |  |  |  |  |  |
| **…** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **…** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# 13. Innovation and Research

Although research is not usually considered to be mandatory for a school to fulfill its mandate, such an involvement can be considered indicative of an ongoing commitment to innovation and excellence. This innovation could take the form of the devising of new pedagogical approaches, or the development of new course notes and manuals. Research work could be evidenced through the personal involvement of faculty members in the use of computers, or in their collaboration with local businesses, university or government research centers.

# Appendix A - Sample Accreditation Visit Agenda

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**Information Systems and Technology Accreditation Council**

**(ISTAC)**

**Proposed Visit Agenda**

## Assumptions

* Suggested times are flexible and can be changed to accommodate the institution's needs.
* Titles refer to generically used terms and reflect an area of responsibility.
* The visitation team requests a meeting room where they can have their private meetings during the visit and meet with the faculty.
* The final agenda needs to be available to the team at least 3 weeks prior to the visit.

**Please Note: The visitation team, post site visit, may request virtual interviews as it deems relevant to the accreditation process.**

## Pre-Onsite Virtual Visitation Interview Sessions

| **Item** | **Suggested Duration** | **Room Number** | **Individual(s) Name(s)** |
| --- | --- | --- | --- |
| **Meeting with Program Head**  ***\*****Program overall presentation* | 30 minutes | Virtual | Department Head / Program Lead |
| **Students** *\*From all semesters/specialties* | 60 minutes | Virtual |  |
| **Alumni** *\*Students from all specialties* | 60 minutes | Virtual |  |
| **Program Advisory Committee** | 60 minutes | Virtual |  |

## On-site Visitation Interview Sessions Agenda

| **Item** | **Suggested Time** | **Room Number** | **Individual(s) Name(s)** |
| --- | --- | --- | --- |
| **Meeting with Program Head** | 8:30 a.m. - 9:00 a.m. |  | Program Head / Lead Faculty |
| **Tour of Campus** *(including computer center and laboratories)* | 9:00 a.m. – 9:45 a.m. |  | Focus should be on areas directly related to the program delivery. |
| **Team Break** | 9:45 a.m. - 10:00 a.m. |  |  |
| **Meeting with Program Faculty**  *\* Faculty meetings should be set up in groups of five faculty.* | 10:00 a.m. - 11:00 a.m.  \*Approx. 15 minutes should be allocated per group of faculties. |  | Program Faculty and Faculty from other departments if applicable. |
| Team Review of Curriculum | 11:00 a.m. - 12:00 a.m. |  |  |
| **Lunch Interview** | 12:00 p.m. - 1:00 p.m. |  | Department / Program / Faculty - Heads or Leads |
| **Team Review of Curriculum** | 1:00 p.m. – 3:00 p.m. |  | Accreditation Team |
| **Team Visitation Review and Drafting of Initial Findings** | 3:00 p.m. - 4:00 p.m. |  | Accreditation Team |
| **Final Debriefing with Program Head** | 4:00 p.m. - 4:30 p.m. |  | Department Head / Program Head |
| **End of Visit Day One** | 4:30 p.m. |  |  |

1. [SA citation] “The eight signatories of the Seoul Accord have joined together for the primary purpose of contributing to the improvement of computing education worldwide through the mutual recognition of accredited academic computing programs that prepare graduates for professional practice. By establishing desired attributes for graduates of computing programs that prepare graduates for professional practice...”  (Seoul Accord is now 18 signatories)

   URL: <http://www.seoulaccord.org/about.php> [↑](#footnote-ref-1)