



Business Technology Management Accreditation Council (BTMAC)

Institutional Questionnaire and

Self-Assessment Report

for Business Technology Management programs seeking *Program Recognition*

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# 1 Introduction

The Business Technology Management Accreditation Council (BTMAC) offers an informal review to programs that have not yet produced graduates and do not qualify for a formal accreditation visit. The purpose of the informal evaluation is to provide comment and advice to the institution with respect to the program. The review will focus solely on the alignment of the program to the BTM Learning Outcomes. To be successful, a program needs to demonstrate that it produces learning outcomes that are largely aligned with the BTM Learning Outcomes and Competency Standards.

A report is prepared by a competent team having suitable qualifications and is presented to the BTMAC for consideration. Programs that are successful in the review will be allowed to use the term *BTM Recognized* on communications for a maximum of four (4) years. No undertaking is given by the BTMAC as to the eventual accreditation of the program.

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

The program recognition 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;
* Submission of a draft report by the review team to the dean and/or program director approximately 6 weeks after the submission. The institution may respond to team's finding and/or note errors of fact or findings and respond with 14 days.
* Final decision by the Business Management and Technology Accreditation Council regarding recognition status.

## 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. 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. -. 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. Three copies of the electronic format should be submitted.

# 2.0 Contact Information

All information should be submitted at to:

CIPS Accreditation Secretariat

60 Bristol Road East

Unit 8 - Suite #324

Mississauga, Ontario

L4Z 3K8

For questions contact:

accreditation@cips.ca

(905) 602-1370 ext. 2329

# Information required

In addition to completing this questionnaire, you must also submit of each of the documents listed in the following table at the time of the application. Where possible, as much of the material as possible should be submitted in digital form, using CD-ROMs or memory sticks or as web links. If no digital version exists, then please submit three hardcopies of the materials.

|  |
| --- |
| **Information required with the application** |
| The official **University calendar**. A pointer to the website is almost always sufficient. |
| **Course Outlines**; provide copies of all BTM program course outlines for every course offered to students in the program. Course outlines should include the following suggested headings:* Course name and number
* Course description
* Course objectives
* Resources (text, cases etc.)
* Weekly outline
* Assessment details (exams, assignments etc.) with percentages

Course outlines should be provided for all required and optional courses. |
| All official **department handbooks** describing the undergraduate programs to be considered. |

Additional materials that you feel may be helpful for the review team should also be submitted.

# 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.

## Contribution to the graduate attributes achieved in each course

For each Business Management Technology course that is required, please complete the following table. Please replicate the table for each course. For each learning outcome explain, where possible, the connection between the course and the learning outcome showing how that course(s) contribute(s) to that outcome. If the tables provide insufficient space, you may attach additional information as an appendix to this questionnaire. If you do that, please provide clear pointers to the supplementary material. In some situations, you may want to group 2 or 3 courses together and create a table for the group. That might be the case, for example, if the calendar says student must choose “one of X, Y or Z”. If X, Y and Z are sufficiently similar such that you can give the same answers regarding the learning outcomes, then grouping these three courses would simplify analysis.

Develop the tables for current course requirements. If there are changes that will be implemented, add tables to explain the changes as they relate to Learning Outcomes. If a requirement can be met by the student choosing from a small list or category of courses, then please list the codes of courses the students may choose from, separating each by ‘or’. Finally, if there are differences in what appears below and the official calendar(s), please explain the discrepancies.

## 7.2 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 Outcomes 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) | Clearly explain the connection between the course(s) and the learning outcome. | Learning Outcome  |
| BUS 362BUS 362 |   | Students do in-class projects in groups.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 |   | 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) | Quantitative indicators showing how that course contributes to the learning outcome. | 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) | Quantitative indicators showing how that course contributes to the learning outcome | 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) | Quantitative indicators showing how that course contributes to the learning outcome | Demonstrable Learning Outcome |
|  |  |  | 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) |
|  |  |  | 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) | Quantitative indicators showing how that course contributes to the learning outcome | 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) | Quantitative indicators showing how that course contributes to the learning outcome | 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). |

## Additional quality indicators

In addition to the per-course information given in Section 7.2, 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:**

## Additional questions regarding curriculum

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**

# 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 BTMAC 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