

**Draft Accreditation Criteria  
Baccalaureate Programs in Information Technology**

Within each set of Criteria, each criterion begins with a statement of Intent. Each intent is followed by a list of Standards.

An *Intent* provides the underlying principles associated with a Criterion. For a program to be creditable it must meet the Intent statement of every Criterion.

*Standards* provide descriptions of how a program can minimally meet the statement of Intent. The word “must” is used within each Standard to convey the expectation that the condition of the Standard will be satisfied in all cases. For a program to meet the Intent of a Criterion, it must satisfy all the Standards in that Criterion or demonstrate an alternative approach to achieving the Intent of the Criterion.

**I. Objectives and Assessments**

***INTENT***

*The program has documented objectives that are consistent with the mission of the institution and include the preparation of students for technical and professional careers in information technology. The program has in place processes to regularly assess its progress against its objectives and uses the results of the assessments to identify program improvements and to modify the program's objectives.*

**Standards**

Standard I-1. The program must have documented objectives.

Standard I-2. The program's objectives must include expected learning outcomes for graduating students.

Standard I-3: The program's expected learning outcomes must include the following:

Graduates of baccalaureate programs in Information Technology must have the ability to:

- (a) Use and apply current technical concepts and practices in the core information technologies, including programming, computer networking and hardware, databases, web technologies and issues;
- (b) Analyze, identify and define the requirements that must be satisfied to address problems or opportunities faced by organizations or individuals;
- (c) Effectively design IT-based solutions and integrate them into the user environment;
- (d) Create an effective project plan, including accurate estimates of the time, financial and other resources required for completion of the project, and implement the plan, including the timely identification and implementation of appropriate measures to stay within schedule and budget constraints;
- (e) Identify and evaluate current and emerging technologies and discuss their applicability to solve the users' needs;
- (f) Analyze the impact of technology on individuals, organizations and society, including ethical, legal policy issues;
- (g) Demonstrate independent critical thinking and problem solving skills;
- (h) Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation;
- (i) Communicate effectively and efficiently with clients and peers both orally and in writing, using appropriate terminology;
- (j) Recognize the need for continued learning throughout their career.

Standard I-4. Mechanisms must be in place to periodically review the program and the courses.

Standard I-5. The assessment mechanism must take into account the needs of the program's various constituencies.

Standard I-6. The assessment procedures for the program must demonstrate that the outcomes important to the institution and the learning outcomes of the program are being measured.

Standard I-7. The results of the program's assessment must be used to help identify and implement program improvement.

Standard I-8. The result of the program's review and the actions taken must be documented.

## **II. Students Support**

### ***INTENT***

*Students can complete the program in a reasonable amount of time. Students have ample opportunity to interact with their instructors and are offered timely feedback on their performance and guidance and advice about the program's requirements and their career alternatives. Students who graduate the program meet all program requirements. Transfer students are given appropriate credit for knowledge and skills acquired elsewhere.*

### **Standards**

- Standard II-1. Courses must be offered with sufficient frequency for students to complete the program in a timely manner.
- Standard II-2. Information systems programs must be structured to ensure effective interaction between faculty and students.
- Standard II-3. Students must be given sufficient and timely feedback on their performance on various assessments to enable them to improve their performance.
- Standard II-4. Advising on program completion, course selection and career opportunities must be available to all students.
- Standard II-5. There must be established standards and procedures to ensure that graduates meet all the learning outcomes of the program.
- Standard II-6. There must be policies for the acceptance of transfer students and for acceptance of courses taken for credit elsewhere.

## **III. Faculty**

### ***INTENT***

*Faculty members are current and active in the discipline and have the necessary technical breadth and depth to allow the program to meet its stated objectives*

### **Standards**

- Standard III-1. The interests, qualifications, and scholarly contributions of the faculty members must be sufficient to teach the courses, plan and modify the courses and curriculum, and to remain abreast of current developments in information technology.
- Standard III-2. All faculty members must have a level of competence that would normally be obtained through graduate work in information technology, and/or by having significant industrial experience.
- Standard III-3. Some faculty must hold a doctorate in Information Technology or a related area. However, this expectation and the number of faculty to hold a doctorate must be appropriate to the mission of the program and the institution.
- Standard III-4. Some faculty must have significant industry experience in Information Technology or a related area. However, this expectation and the

number of faculty to have significant industry experience must be appropriate to the mission of the program and the institution.

Standard III-5. Faculty members must remain current in the discipline.

#### **IV. Curriculum.**

##### ***INTENT***

*The curriculum combines professional requirements with general education requirements and electives to prepare all students for a professional career in the information technology field, for further study in information technology, and for functioning in modern society, and some students for graduate work in Information Technology. Students will become familiar with all core information technologies and attain advanced level expertise in at least one area and intermediate level expertise in at least one related area. The curriculum is designed in such a way that the successful student acquires all the learning outcomes of the program.*

##### **Standards**

Standards are specified in terms of semester-hours of study. Thirty semester-hours generally constitutes one year of full-time study and is equivalent to 45 quarter hours.

##### **General**

Standard IV-1. There must be a detailed course outline for each course, which indicates the role of the course in the curriculum, the specific learning outcomes for the course, the topics to be covered in the course, and the assessment procedure for the course.

Standard IV-2. Where a course is a required component of the program, the course outline must state to which program learning outcomes the course contributes.

Standard IV-3. Collaborative skills must be developed and applied throughout the program.

Standard IV-4. Critical thinking and problem solving skills must be developed and applied throughout the program.

Standard IV-5. The ability to communicate clearly and concisely, using language appropriate to the intended audience, both orally and in writing, must be developed and applied throughout the program.

Standard IV-6. The curriculum must be designed to encourage the formation of life-long learning habits.

Standard IV-7. A baccalaureate program consists of minimally 120 credit hours, of which minimally 45 are information technology courses, and the remainder general education courses, supporting courses and electives, which may or may not be in information technology.

Standard IV-8. General education courses must be consistent with the institution's mission. They complement the technical content of the program and will typically enhance the student's generic skills and their ability to function as educated members of society.

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- Standard IV-9. All students must become proficient in the core information technologies of programming, computer networking and hardware, databases, and web technologies and issues.
- Standard IV-10. All students must take course work in information technology above and beyond the core to attain expert level expertise in one of the core information technologies.
- Standard IV-11. The curriculum must stress underlying principles upon which the core technologies are based.
- Standard IV-12. The curriculum must stress the importance of users and their requirements in the deployment of information technology solutions.
- Standard IV-13. There must be sufficient coverage of social and ethical implications of information technology to give students an understanding of a broad range of issues in these areas.
- Standard IV-14. The curriculum must enable students to develop project management skills.

### Supporting Courses

- Standard IV-15. The curriculum must contain sufficient coverage of mathematics to allow students to attain the formulated program outcomes
- Standard IV-16. Typically, this requires a minimum of 6 credit hours of Mathematics, which includes discrete mathematics and probability and statistics.
- Standard IV-17. The curriculum must contain sufficient coverage of relevant science to allow students to attain the formulated program outcomes. The type of science required and the amount will depend on the student's Information Technology specialization.

## V. Technology Infrastructure

### ***INTENT***

*Application of current technology is an important element of any program in Information Technology. Laboratory and computer resources are available, accessible, and adequately supported to enable students to become competent in applying current technology to solving problems. Resources also support faculty teaching needs and scholarly activity.*

### **Standards**

- Standard V-1. Each student must have adequate and reasonable access to the systems needed for each course.
- Standard V-2. Documentation for hardware and software must be readily accessible to faculty and students.
- Standard V-3. All faculty members must have access to adequate computing facilities for class preparation and for scholarly activities.
- Standard V-4. There must be adequate support personnel to install and maintain computing resources.
- Standard V-5. Instructional assistance must be provided for the laboratories and computing facilities.

## **VI. Institutional Support and Financial Resources.**

### ***INTENT***

*The institution's support for the program and the financial resources available to the program are sufficient to provide an environment in which the program can achieve its objectives. Support and resources are sufficient to provide assurance that an accredited program will retain its strength throughout the period of accreditation.*

### **Standards**

- Standard VI-1. Support for faculty must be sufficient to enable the program to attract and retain high-quality faculty capable of supporting the program's objectives.
- Standard VI-2. There must be sufficient support and financial resources to allow all faculty members to attend national technical meetings with sufficient frequency to maintain competence as teachers and scholars.
- Standard VI-3. There must be support and recognition of scholarly activities.
- Standard VI-4. There must be office support consistent with the type of program, level of scholarly activity, and needs of the faculty members.
- Standard VI-5. Adequate time must be assigned for the administration of the program.
- Standard VI-6. Upper levels of administration must provide the program with the resources and atmosphere to function effectively with the rest of the institution.
- Standard VI-7. Resources must be provided to acquire and maintain laboratory facilities that meet the needs of the program.
- Standard VI-8. Resources must be provided to support library and related information retrieval facilities that meet the needs of the program.
- Standard VI-9. There must be evidence of continuity of institutional support and financial resources.

## **VII. Program Delivery**

### ***INTENT***

*There are enough faculty members to cover the curriculum reasonably and to allow an appropriate mix of teaching and scholarly activity.*

### **Standards**

- Standard VII-1. There must be enough full-time faculty members with primary commitment to the program to provide continuity and stability.
- Standard VII-2. Full-time faculty members must oversee all course work.
- Standard VII-3. Full-time faculty members must cover most of the total classroom instruction.
- Standard VII-4. Faculty members must remain current in the discipline.
- Standard VII-5. All full-time faculty members must have sufficient time for scholarly activities and professional development.

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Standard VII-6. Advising duties must be a recognized part of faculty members' workloads.

### VIII. Institutional Facilities

#### ***INTENT***

*Institutional facilities, including the library, other electronic information retrieval systems, computer networks, classrooms, and offices, are adequate to support the objectives of the program.*

#### **Standards**

Standard VIII-1. The library that serves the information systems program must be adequately staffed with professional librarians and support personnel.

Standard VIII-2. The library's technical collection must include up-to-date textbooks, reference works, and publications of professional and research organizations.

Standard VIII-3. Systems for locating and obtaining electronic information must be available.

Standard VIII-4. Classrooms must be adequately equipped for the courses taught in them.

Standard VIII-5. Faculty offices must be adequate to enable faculty members to meet their responsibilities to students and for their professional needs.