



## NATIONAL ACCREDITATION FRAMEWORK

First Edition

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# Foreword

The value of program accreditation in Canada and globally continues to increase in popularity. This is partially due to the fact that accreditation is a process that provides assurances about quality and continuous improvement through the systematic application of, and adherence to, standards in higher education. Accreditation by the Canadian Institute of Management (CIM) is proof that a program has met the standards essential to produce graduates skilled in the field of management.

Accreditation by the CIM is a symbol of confidence that communicates that a program in business education has met a specified range of competencies involving program design and delivery, student success and support, depth and scope of instructional expertise, and the relevance of knowledge gained in the field of business and management. A CIM accreditation assures students, policy makers, employers and industry, the academic community and the public at large that the accredited program has met the conditions necessary to deliver a meaningful, responsive, and rigorous educational experience.

For students, the benefit of obtaining accreditation is a pathway to professional designations that are recognized worldwide. Students can also be confident that the financial and other investments that they have made will provide a strong foundation upon which to build their careers as innovators in a globalized economy. For programs and institutions, an accredited status demonstrates a commitment to delivering excellence and quality in higher education, and is a means to increase market value, and positioning, through programs that are relevant in the eyes of business and industry, and through pathways to recognized professional designations, that are acknowledged worldwide. For policy makers, the public and worldwide economy an accredited status is a statement of trust, that graduates will be prepared to enter the workforce with the knowledge, skills and abilities as set by employers around the world.

**Nicole Hamilton MBA, M.Ed., C.Mgr.**  
**National Vice-President of Education**  
**Canadian Institute of Management**

## PURPOSE OF ACCREDITATION

CIM accredited programs demonstrate a high level of competency in business education and directly embodies the standards of business and management that graduates of these accredited programs gain. Students of the Canadian Institute of Management (CIM) accredited programs will demonstrate readiness to start rewarding careers as business managers and leaders in a wide range of business related disciplines.

## GOALS OF ACCREDITATION

The CIM accreditation serves two fundamental goals: to ensure quality assurance of programs in business and management and to advance continuous improvement. In serving these goals accreditation is principled upon assurances about a program's conformity to discernible standards in higher education.

## MARKET VALUE OF ACCREDITATION

The market value of a CIM accreditation is multi-fold. For institutions, accreditation can improve brand value through access to the Certified in Manager (C.I.M.) designation, for entry and intermediate level managers, and the Chartered Manager (C. Mgr.) professional designation, available exclusively through the Canadian Institute of Management. Students completing an accredited program will not only benefit from exclusive access to the C.I.M and C. Mgr., improving their marketability, but can take advantage of the cost savings available only to graduates of accredited programs through the waiving of course equivalency transfer fees, that are eliminated for students of accredited programs when applying for their professional designation at the institute.

## The principles of the CIM accreditation are to provide:

**A**

Assurances that the institution has made a commitment to students, industry and employers, funders or other organizations and agencies, the educational community and general public that the program has clearly defined and suitable objectives, upholds the conditions under which these objectives can best be achieved, strives to realize them, and can be expected to continue to do so.

**C**

Assurances that the institution has undergone explicit activities directed at ensuring quality consistent with generally accepted expectations of higher education in the development and ongoing delivery of a program.

**E**

Assurances that guard against encroachments or conflicts of interest that may be harmful to quality assurance and improvement in the development and ongoing delivery of programs.

**B**

Assurances that external or expert consultation within the field of study as specified by the program was sought as a means for benchmarking the program against relevant and current knowledge and practice.

**D**

Clear identification that the educational activities and requirements meet the needs of the students and ensures that students measurably demonstrate the competencies for entering a profession upon completion.

**F**

Identification of institutional practices that ensure a cycle of continuous self and peer analysis and evaluation as an ongoing mechanism for quality assurance and continuous improvement.

## ACCREDITATION OVERVIEW

The path to accreditation involves 3 simple steps:

- 1) Complete the accreditation application**
- 2) Pay all requisite accreditation assessment fees**
- 3) Submit the completed application and all supporting dossiers electronically**

*The accreditation application form is made up of **11** sections including:*

- 1) Institution
- 2) Type of Institution
- 3) Type of Accreditation
- 4) Program Information
- 5) Program Delivery
- 6) Program Development and Renewal
- 7) Program Requirements
- 8) Instructional Credentials
- 9) Academic Administration
- 10) Statement of Verification
- 11) Course Information Table

The assessment of the application will commence only after the \$100 non-refundable administration fee is paid in full. The assessment is conducted by the Academic Dean who provides recommendation to the National Vice-President of Education regarding an accredited status after a thorough review of the application and all accompanying documents. The National Vice President or assigned designate will provide the applicant with notice about accreditation status within 4-8 weeks. Accreditation may be withheld and granted “pending status” if improvements are needed as determined by the accreditation assessment process.

*The accreditation assessment is based on **2** components:*

### **Accreditation Rating**

Reflects the assessment of the overall effectiveness of the program as assessed and measured against 14 accreditation criteria

### **Competency Mapping**

Reflects the ability of the program to deliver outcomes as assessed and measured against the 4 learning competencies required for the Chartered Manager professional designation

Once the accreditation is complete, an award of “accredited status” will be given to the institution following payment of the 5 year accreditation fee of \$500. This fee is only subject to programs that are granted accreditation status. Programs can be reaccredited after the 5 year term but must submit the \$100 nonrefundable administration fee for a new assessment, a new or revised application form, all supporting documents and a \$350 reaccreditation fee.

## FEE SCHEDULE

A one-time only, non-refundable application fee can be paid by credit card or be sent to Canadian Institute of Management at 311 - 80 Bradford Street, Barrie, ON, L4N 6S7. The accreditation process will not commence until fees have been received. The table below outlines the accreditation fee schedule:

FEE SCHEDULE	DESCRIPTION	FEE
<b>Administration fee</b>	This is a one-time non-refundable fee that must be paid upon the time of application.	<b>\$100</b>
<b>Accreditation fee</b>	Fee to conduct the accreditation assessment that must be paid upon the time of application. This is a one-time fee which covers the 5 year term accreditation.	<b>\$500</b>
<b>Reaccreditation fee</b>	Fee paid for the 5 year accreditation renewal. This is a one-time fee which also covers the 5 year accreditation renewal term.	<b>\$350</b>

## ACCREDITATION APPLICATION FORM

*\*Applicants must provide information for each of the sections of the application form. All fields are required*

### SECTION 1: INSTITUTION

Name of Educational Institution

Address

City



Province

Postal Code

Phone (Main Line)

Website

Fax

## SECTION 2: TYPE OF INSTITUTION

### Select Type:

- a) University
- b) College
- c) Polytechnic
- d) Technical/Vocational/Training Institute School

### Funding model Drop box:

- a) Public (eligible for provincial or federal funding)
- b) Private or career college (profit based or supported solely by tuition)

## SECTION 3: TYPE OF ACCREDITATION

- a) New
- b) Reaccreditation
  - i) If reaccreditation, please provide date of last accreditation

\_\_\_\_\_ day/mm/yy

## SECTION 4: PROGRAM INFORMATION

Name of program (as it appears in the academic calendar)

Program description (as it appears in the academic calendar)

### New or existing program:

- a) New
- b) Existing program

**Level Of Program:**

- a) Certificate
- b) Diploma
- c) Bachelor's Degree
- d) Master's Degree
- e) Doctoral Degree
- f) Other: Specify

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**Program options:**

*(For example, specialization and major and/or minor options. List all that apply)*

**Faculty/division responsible for the program:**

*(e.g. Business, Arts, Continuing Education)*

**Faculty dean or department head/director:**

Name:

Email:

Phone:

Please complete the Course Information Table Or attach outlines for each of the courses.

The outlines must contain the following information:

*Course name, Brief course description, Course topics, Learning objectives, Evaluation/assessment methodologies, Passing requirements, Grading notations (see table for explanation).*



## SECTION 5: PROGRAM DELIVERY

### Contact Time:

a) Total contact hours (if applicable)

\_\_\_\_\_

b) Total credit hours (if applicable)

\_\_\_\_\_

### Delivery schedule:

*(check all that apply)*

- Full-time
- Part-time
- Other: Specify

\_\_\_\_\_

### Mode of Delivery:

- a) Classroom
- b) Online
- c) Distance/correspondence
- d) Hybrid (combination of classroom and online/distance)
- e) Other: Specify

\_\_\_\_\_

### Number of weeks per semester:

\_\_\_\_\_

### Total number of semesters needed to complete program:

\_\_\_\_\_

### Maximum time allowed to complete program:

\_\_\_\_\_

## SECTION 6: PROGRAM DEVELOPMENT AND RENEWAL

### For new programs:

*What process was used to evaluate and approve the new program? Please specify the academic panels/committees and level(s) of approval involved. For example, do new programs undergo peer review in your institution? Peer review involves review and or adjudication from a panel that can include both internal and external experts in the field of study, and program and academic developers.*

*If yes, please indicate the groups of internal and or external stakeholders involved (names are not necessary)*

### For existing programs:

*What process was used to assess and or revitalize the existing program? Please specify the academic panels/committees and level(s) of approval involved.*

*What has been the completion/graduation rate for this program in the last 5 years?*

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*What has been the average cumulative GPA for students in the program?*

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**How does the institution evaluate the overall effectiveness of the program?**

*(Please specify the drivers for success e.g. does the program assess student retention rates, student completion rate, employment rates)*

**What is the schedule of evaluation?**

*(Explain how evaluations are performed e.g. program audits, every 5 years. etc.)*

**Explain the ongoing monitoring of the program.**

*(For example, is input sought from a program advisory committee (PAC) or third party panel/committee)*

*If yes, specify the make-up of this committee (names are not necessary)*

*If no, explain how program relevancy is determined*

**What is the employment outlook for graduates of this program, how has this been assessed?**

## **SECTION 7: OTHER PROGRAM REQUIREMENTS**

### **Admission requirements:**

*(For example, applicable GPA, previous study, language requirements)*

### **Graduation requirements:**

*(For example, GPA, curriculum completion, residency requirements)*

### **Are all grades recorded on an official transcript:**

*If yes, please provide a summary of the grading scale e.g. A+ = 100%- 90%, B+ = 89%-80%:*

*If no, explain grade reporting:*

### **Is there an internship or co-op:**

- a) Required
- b) Optional

### **Is the program accredited by another organization?**

*If yes, name the accrediting body:*

## SECTION 8: INSTRUCTIONAL CREDENTIALS

What are the minimum academic requirements for faculty teaching in the program?

Do instructors/faculty require relevant field experience to teach the subject matter? Please explain.

What fields of study or different types of expertise are represented by the faculty talent pool?

How many instructors/faculty deliver the program

*Full-time:*

\_\_\_\_\_

*Sessional/Part-Time (if applicable):*

\_\_\_\_\_

## SECTION 9: ACADEMIC ADMINISTRATION

Primary contact for accreditation:

Name:

Title:

Email:

Phone:

Who is the primary signing authority involved with accreditation?

Name:

Title:

## SECTION 10: STATEMENT OF VERIFICATION

I \_\_\_\_\_ declare that the information contained herein is truthful and an accurate record of the program(s) described herein.

Signature: \_\_\_\_\_

Dated: \_\_\_\_\_

DD

MM

YY

## SECTION 11: COURSE INFORMATION TABLE

The institution can provide its own course outlines however outlines must contain all of the information as stipulated in the table. This table can be used in cases where there are no course outlines at the time of application or the course outlines lack some or all of the necessary information for the accreditation assessment. An outline must be provided for every course that is listed as part of the program for which accreditation is being sought.

**Applicant Note:** Print multiple copies of this chart (page 15) or provide details in an accompanying document.

### COURSE INFORMATION TABLE

<b>Course Name</b> <i>As provided in course outlines</i>	<b>Brief Course Description</b> <i>As provided in course outlines</i>	<b>Course Topics</b> <i>List the main topics as provided in course outlines</i>	<b>Learning Objectives</b> <i>List objectives as provided in course outlines</i>
<b>Passing requirements</b> <i>e.g. 50%</i>	<b>Assessment Methodologies</b> <i>e.g. Tests, research papers, list all assignments. Please provide 1 sample of an assessment used in the course</i>	<b>Course Materials</b> <i>e.g. Provide a list of textbooks, manuals, online resources.</i>	<b>Please identify any grading notations</b> <i>e.g. if course is repeated final grades reflect an average grade;</i>

## ACCREDITATION RATING

\* The program effectiveness is rated and measured against accreditation requirements as detailed by the 14 criteria outlined in the table below. Areas noted for improvements may be resubmitted to programs for amendment prior to achieving “accreditation status”. The ratings will be completed by the accreditation assessor but has been provided to allow institutions to check their ability to meet the assessment criteria as listed in the table.

Name of Institution:

Type of Accreditation:

Completed by:

Date:

Assessment Criteria	Descriptors	Accreditation Requirements	Rating				Comment on areas for improvements
			(Rate if the program meets or does not meet the requirement using the following Likert scale. 1 = does not meet; 2 = meets but needs improvements; 3 = meets; 4 = exceeds)				
Item 1: Contact hours/time or credit hours -	For the purpose of this process the following definitions are used: <b>contact time/credit hours</b> : reflects the minimum time immersed in learning of content within a formal learning environment. <b>Contact time/credit hours</b> : includes lecture and or lab time in a face-to-face, online (can include synchronized and asynchronous learning activities), or hybrid delivery models. Contact hours cannot be listed for distance/correspondence programs just list as N/A but explain how time spent learning will be achieved.	<ul style="list-style-type: none"> <li>- Min 36 hours/per course;</li> <li>- Min credit hours 3/per course;</li> <li>- Contact time can be met by combining 2 or more courses;</li> <li>- Minimum total contact time = 288 hours or 24 credit hours</li> </ul>	1	2	3	4	Comment on areas for improvements
Item 2: Maximum time allowable	Maximum time to complete the program demonstrates a commitment to currency.	- Maximum time should not exceed 8 years for completion of the program.	1	2	3	4	Comment on areas for improvements
Item 3: Program vetting/peer review	Program vetting/peer review, meaning it reflects an attempt to provide learning material that is relevant to the profession, field of study or practice.	<ul style="list-style-type: none"> <li>- There should be at least one additional level of review beyond the content developers/faculty which can include review by members of industry, other experts within the discipline or at minimum an academic committee.</li> </ul>	1	2	3	4	Comment on areas for improvements



Assessment Criteria		Descriptors	Accreditation Requirements	Rating (Rate if the program meets or does not meet the requirement using the following Likert scale. 1 = does not meet; 2 = meet but needs improvements; 3 = meets; 4 = exceeds)				
Item 4:	Program plan	Program plan is a blueprint of the program.	Program plans can vary based on institutional requirements but the plan should at minimum provide generally expected information about the overall goal of the program and description, courses or content, passing or completion requirements, articulation or credit recognition opportunities.	1	2	3	4	Comment on areas for improvements
Item 5:	Evaluation methodologies	Evaluation methodologies specify the exercises, assignments or methods that will be used to assess learning and the competencies gained in knowledge, skills and abilities.	Evaluation methodologies should demonstrate the following: <b>1)</b> provide opportunities to provide both formative and or summative assessments <b>2)</b> be consistent and objective in their application <b>3)</b> advance curricular alignment by ensuring that learning objectives are explicit and assessed with appropriate evaluation methodologies <b>4)</b> be indicative of the level of rigor generally expected of higher education <b>5)</b> provide clear performance expectations or guidelines e.g. use of rubrics.	1	2	3	4	Comment on areas for improvements
Item 6:	Learning objectives	Learning objectives specify that learning and the competencies to be gained in knowledge, skills, and abilities.	Learning objectives should demonstrate the following: <b>1)</b> be expressed as performance based achievements <b>2)</b> reasonably express the competencies to be gained as generally expected by the profession or field of study <b>3)</b> be measurable, observable and aligned to appropriate evaluation/assessment methodologies.	1	2	3	4	Comment on areas for improvements
Item 7:	Schedule of evaluation and program effectiveness	Schedule of evaluation demonstrates the frequency in which the program is reviewed and evaluated and updates made. Program effectiveness involves the use of tools which allows for an assessment of the program's delivery.	Tools that measure program effectiveness should be used in the delivery of each course e.g. student evaluations.	1	2	3	4	Comment on areas for improvements

Assessment Criteria		Descriptors	Accreditation Requirements	Rating (Rate if the program meets or does not meet the requirement using the following Likert scale. 1 = does not meet; 2 = meet but needs improvements; 3 = meets; 4 = exceeds)				
Item 8:	Drivers for success	Drivers for success are institutionally determined and can come from a number of sources. Some examples include: graduation/completion rates, retention rates, employment rates.	A minimum of 1 driver for success should be identified and monitored to indicate commitment to student success and or student centered learning.	1	2	3	4	Comment on areas for improvements
Item 9:	Admission requirements	Admission requirements demonstrate the academic selectivity by specifically referencing the criteria that students must meet to gain entry into the program. It is a reflection of the caliber of student that is being sought.	The academic selectivity policies should be indicative of the institution's commitment to student success and desire to attract and retain a good caliber student.	1	2	3	4	Comment on areas for improvements
Item 10:	Graduation requirements	Graduation requirements specifies the necessary compulsory and optional course combinations, contact hours/credit hours and cumulative passing requirements that students must satisfy in order to matriculate.	Graduation/degree requirements should be indicative of adherence to discernable standards as it relates to a quality program plan, commitment to time spent learning and or rigour in grading and passing requirements.	1	2	3	4	Comment on areas for improvements
Item 11:	Grade reporting	Grade reporting demonstrates the means by which grades are recorded and reported.	<p>Grades should be recorded for all formal work. Grades should be recorded using a scale or weighting that is generally expected of higher education e.g. percentages, letter grades.</p> <p>- Grade reporting should occur as part of a formalized system and appear on official institutional documents such as a transcript.</p>	1	2	3	4	Comment on areas for improvements

Assessment Criteria		Descriptors	Accreditation Requirements	Rating (Rate if the program meets or does not meet the requirement using the following Likert scale. 1 = does not meet; 2 = meet but needs improvements; 3 = meets; 4 = exceeds)				
Item 12:	Passing requirements	Passing requirements specify the minimum grade required to pass a course or cumulative minimum required to pass a program.	Course and or program minimums should reflect standards as generally expected in higher education.  - 50% is the generally expected minimum.	1	2	3	4	Comment on areas for improvements
Item 13:	Instructional credentials	Instructor credentials specify the degree level and or experience required to teach at the institution or in the field of study.	Instructional credentials should demonstrate the generally expected requirements in higher education.  - Instructors/faculty should have a degree that is at minimum one level up from the level of study e.g. bachelor programs should be taught by Master level or higher faculty.  - Direct work or field experience can be institutionally specific but should be required for specialized fields of study e.g. law course should be taught by a lawyer or specialist in law.  - The desired minimum credential is Masters degrees but a combination of education and experience is acceptable depending upon the institution.	1	2	3	4	Comment on areas for improvements
Item 14:	Scope of instructional expertise	Represents the extent to which the program employs a range of instructional talent to broaden and enrich the scope of content being delivered by the program.	This is an institutionally specific practice but a range of instructional expertise that represents the various fields of study should be involved in delivering the courses to provide depth and breadth of content, opportunities for real-world applicability and to demonstrate that the program is meaningful and relevant within a specified field of study.	1	2	3	4	Comment on areas for improvements

# COMPETENCY MAPPING

## INSTRUCTION FOR COMPETENCY MAPPING

The program must demonstrate the learning competencies as required for the Chartered Manager professional designation. This table will be completed by the accreditation assessor but please feel free to indicate the course(s) and/or learning activities that demonstrate how each of the required competencies as listed in column 1 & 2 are being achieved.

Required Learning Competencies	Competency Defined	Identifiable Learning Outcomes <small>(Please note the course(s) and or learning activities that demonstrate how the required competencies are achieved.)</small>	Comments
<b>General management knowledge, skills and abilities</b>	<ul style="list-style-type: none"> <li>- Identify and describe past and current concepts, theories and practices of management and be able to expand upon.</li> <li>- Describe the nature and structure of work organizations and be able to link them to organizational activities.</li> <li>- Engage in research activities to expand knowledge of management topics and issues through qualitative and quantitative experimentation.</li> <li>- Identify and apply ethical models to managerial decision-making.</li> </ul>		
<b>Financial management knowledge, skills and abilities</b>	<ul style="list-style-type: none"> <li>- Apply corporate financial decision-making concepts, tools and models for financial analysis.</li> <li>- Identify and describe the interdependence between corporate governance and corporate financial strategy.</li> <li>- Use financial assets in financial decision-making.</li> <li>- Evaluate and apply various tools, models and resources for financial decision-making.</li> </ul>		
<b>Communicative knowledge, skills and abilities</b>	<ul style="list-style-type: none"> <li>- Demonstrate essential interpersonal managerial and communications skills.</li> <li>- Integrate action learning into the planning of management behaviour.</li> </ul>		

## COMPETENCY MAPPING

Required Learning Competencies	Competency Defined	Identifiable Learning Outcomes <small>(Please note the course(s) and or learning activities that demonstrate how the required competencies are achieved.)</small>	Comments
<b>Applied managerial knowledge, skills and abilities</b>	<ul style="list-style-type: none"> <li>- Use a combination of generalist and specialist management and business concepts, theories and emerging practices and be able to apply them to real-world management situations.</li> <li>- Apply critical thinking and problem-solving strategies in the analysis of work related management cases.</li> <li>- Formulate processes for developing and implementing management strategies.</li> <li>- Apply knowledge and skills in the management of marketing strategies for products and/or -Engage in the innovative development of marketing knowledge and practical applications.</li> <li>- Understanding of the Canadian legal system in terms of applications to management practices.</li> <li>- Demonstrate applications of Canadian Law to management practices in the workplace.</li> <li>- Understanding of managerial and financial accounting tools and resources in management practices.</li> <li>- Apply knowledge and skills of managerial and financial accounting in planning, directing and controlling.</li> <li>- Demonstrate knowledge of organizational behaviour theories and practices.</li> <li>- Applications of current organizational behaviour concepts and theories in organizations that are non-profit, for-profit, private and public.</li> <li>- Demonstrate knowledge of leadership theories and models.</li> <li>- Identify issues and approaches in leadership for applications to managing people in the workplace.</li> <li>- Demonstrate knowledge and practices of project management.</li> <li>- Plan for effective project management practices.</li> <li>- Apply current human resources processes and practices to create effective workplace environments.</li> <li>- Contribute to the activities of human resource management functions.</li> </ul>	<div style="background-color: #003366; color: white; padding: 5px; text-align: center;"> <b>ACADEMIC DEAN FINAL RECOMMENDATION:</b> </div> <div style="border: 1px solid black; height: 40px; margin-top: 10px;"></div>	