902: INFORMATION SYSTEMS GRADUATE MAJOR (MS)

In Workflow

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9. 7 Day Review (none)
10. John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease@bus.oregonstate.edu)
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Approval Path

1. Mon, 03 Mar 2025 18:33:17 GMT
   Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
2. Fri, 14 Mar 2025 01:42:51 GMT
   Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for Catalog Coordinator
3. Fri, 14 Mar 2025 16:17:03 GMT
   Prem Mathew (College of Business, Associate Dean of Undergraduate Programs) (prem.mathew): Approved for 02 Dean Designee
4. Fri, 14 Mar 2025 16:35:39 GMT
   Alix Gitelman (Vice Provost for Academic Affairs) (alix.gitelman): Approved for Provost Designee
5. Fri, 14 Mar 2025 18:56:13 GMT
   David Berger (School of Accounting, Finance & Information Systems, Associate Professor) (dave.berger): Approved for AFIS Head
6. Mon, 02 Jun 2025 21:39:52 GMT
   Kathryn Howard (Ecampus, Program Intake Coordinator) (kathryn.howard): Approved for Ecampus Programs
7. Wed, 11 Jun 2025 14:55:36 GMT
   Taylor Ralph (Libraries & Press, Collections Assessment Librarian) (ralpht): Approved for Library Evaluation
8. Wed, 11 Jun 2025 16:30:10 GMT
   David Jacobs (Capital Planning & Development, Manager - Space Allocation) (david.jacobs): Approved for Space Evaluation
9. Thu, 19 Jun 2025 08:28:07 GMT
   0/1 votes cast.
   Yes: 0% No: 0%
   Approved for 7 Day Review
10. Fri, 20 Jun 2025 01:04:33 GMT
    John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease): Approved for beckerbj

11. Fri, 20 Jun 2025 19:04:09 GMT
    Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz): Approved for Graduate Assessment
12. Mon, 23 Jun 2025 16:28:19 GMT
    John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease): Approved for 02 College Committee Approver
13. Tue, 24 Jun 2025 22:40:44 GMT
    Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
14. Fri, 19 Sep 2025 16:47:06 GMT
    John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease): Approved for beckerbj
15. Mon, 29 Sep 2025 21:23:44 GMT
    Jonathan Fram (College of Earth, Ocean & Atmospheric Sciences, Associate Professor) (jonathan.fram): Approved for Budgets and Fiscal Planning Committee Chair
16. Mon, 03 Nov 2025 17:18:35 GMT
    John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease): Approved for Graduate Council Co-Chairs
17. Mon, 03 Nov 2025 18:57:42 GMT
    Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for Curriculum Management Programs
18. Tue, 18 Nov 2025 21:45:01 GMT
    Jim Coakley (College of Business, Associate Professor, and Curriculum Council Co-Chair) (jim.coakley): Approved for Curriculum Council Co-Chairs

New Program Proposal

Date Submitted: Fri, 28 Feb 2025 03:15:49 GMT

Viewing: : Information Systems Graduate Major (MS)

Last edit: Wed, 11 Jun 2025 14:54:43 GMT

Changes proposed by: beckerbj

Proposal

Effective Term

Fall 2026

Justification

The Master of Science in Information Systems (MSIS) provides a rigorous education for those interested in the development, deployment, and management of information technology (IT)-based products and services. The rapid creation and diffusion of advanced technologies raises serious challenges and opportunities for individuals, organizations, and society. Furthermore, there is an ongoing need for professionals in IT areas such as cybersecurity management, artificial intelligence deployment, business analytics, database architecture, and systems development. The MSIS program addresses this labor need by combining technical knowledge with business skills to equip students to effectively address IT-related challenges and opportunities for the betterment of business and society.

Primary Originator

Name
John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair)

Liaisons

Academic Unit
College of Business - Graduate (BA)
School of Accounting, Finance & Information Systems (ACTG, BIS, FIN)
College of Engineering - Graduate (ENGR, OP)
School of Electrical Engineering & Computer Science (AI, CS, ECE, SE)
School of Public Policy - Graduate (ECON, PS, PPOL, SOC)
Applied Economics (AEC)
School of Marketing, Analytics & Design (BANA, DSGN, MRKT, SB)
School of Management, Entrepreneurship & Supply Chain (MGMT, SCLM)
Fisheries, Wildlife & Conservation Sciences (FW)
Forest Ecosystems & Society - Graduate (FES, MNR, SNR)

Geography - Graduate (GEOG)
Crop & Soil Science (CROP, CSS, SOIL)
Statistics (ST)

Program Information

Program Level
Graduate

Program Type
Major / Degree

Name
Information Systems Graduate Major (MS)

CIP Code
110103 - Information Technology.

College
Business (02)

Academic Unit
School of Accounting, Finance & Information Systems

Is this program jointly administered?
No

Date the Early Alert was submitted for this proposal
June 21, 2024

What degree types are available for this graduate or professional program?
Master of Science (MS)

Campus Locations
Corvallis
Ecampus

Is this program currently or planned to be offered in hybrid format?
No

Will this program lead to professional licensure in any U.S. state or territory?
No

Does this program use an alternative admissions process or have grade/GPA standards that are different from the university or college minimum?
No

Program Relationships

Are all degree types and options (if applicable) available at all locations?
Yes

Does this major have options?
No

Executive Summary

Executive Summary
The Master of Information Systems (MIS) is a non-thesis 45-credit graduate degree. The MIS degree focuses on the design, implementation, and management of information systems and technology within organizations. The program typically blends technical knowledge with business acumen to equip students with the skills needed to effectively harness information technology for strategic advantage.

The degree is comprised of a core IS curriculum including IS design, networking and telecommunications systems, application development, data management, business analytics and AI, and systems security. Students then complete their program of study through a selection of elective courses, allowing them to customize the degree to best meet their professional goals.

Graduates from this program are prepared for a variety of roles including IT consultant, systems analyst, cybersecurity specialist, database administrator, IT project manager, and senior roles such as chief information officer.

HECC - Higher Education Coordinating Commission

Program Description

HECC Description

The Master of Information Systems (MIS) is a non-thesis 45-credit graduate degree. The MIS degree focuses on the design, implementation, and management of information systems and technology within organizations. The program typically blends technical knowledge with business acumen to equip students with the skills needed to effectively harness information technology for strategic advantage.

The degree is comprised of a core IS curriculum including IS design, networking and telecommunications systems, application development, data management, business analytics and AI, and systems security. The degree offers a wide range of elective courses.

Graduates from this program are prepared for a variety of roles including IT consultant, systems analyst, cybersecurity specialist, database administrator, IT project manager, and senior roles such as chief information officer.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

The disciplinary foundations of Information Systems (IS) integrate concepts from various fields, creating a multidisciplinary framework essential for understanding the intersection of people, process, and technology in how technology impacts teams, organizations, and society. Computer Science contributes technical skills, including programming, database management, and systems architecture. It provides the tools necessary to develop, implement, and maintain information systems effectively. Management principles guide the strategic adoption and use of technology within organizations. This includes understanding organizational behavior, decision-making processes, and the alignment of IT with business objectives. Finally, principles founded in the social sciences, particularly sociology and psychology, help in analyzing how individuals and groups interact with technology. This perspective is crucial for designing user-centered systems and addressing issues such as user adoption, security protocols, and digital literacy.
The MSIS provides these core skills and allows students additional domain expertise in business analytics and applied AI, Geographic Information Sciences, and Cybersecurity Management. The Geographic Information Science and Business Analytics and Applied AI curricula are each associated with an OSU Graduate Certificate. Students have additional electives that can provide depth with specific domains or more general exposure. This allows students to design an MSIS program of study with trans-disciplinary expertise.

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

Program is delivered on-campus and online. The modalities are not firewalled from one another as students can transition between modalities if their circumstances change. Scheduling is on a quarterly basis with the full curriculum available during the traditional academic year and with some courses also available during the summer terms.

Adequacy and quality of faculty delivering the program

The School of Accounting, Finance, and Information Systems (AFIS) will house the MSIS and is part of the accredited programs through the college's AACSB accreditation. As such, the school must maintain sufficient ratios of faculty who are academically and professionally qualified through work experience, academic credentials, research productivity, and scholarly engagement. AFIS has recently hired an additional IS tenure-track faculty member who will be expected to contribute to the MSIS program to both develop and deliver curriculum as a part of their position duties.

Electives are based on existing well-established programs and courses within the university, offered both inside the College of Business and across the Colleges of Engineering, Forestry, Earth-Ocean-Atmospheric Sciences, Agricultural Sciences, Liberal Arts, and Science.

Adequacy of faculty resources – full-time, part-time, adjunct

Within AFIS, the core curriculum of the MIS program will fall primarily on the Business Information Systems faculty. That faculty current consists of:
Nicholas Roberts (Associate Professor 1.0 FTE)
Byron Marshall (Associate Professor 1.0 FTE)
Forough Shadbad (Assistant Professor 1.0 FTE)
Jayson Killoran (Assistant Professor 1.0 FTE newly hired)
Vipin Arora (Senior Instructor 1.0 FTE)
V.T. Raja (Senior Instructor 1.0 FTE)

These faculty will each contribute to the required or elective course catalog. The non-MSIS elective coursework is distributed across multiple disciplines around campus. By virtue of each being linked to an existing graduate program, we do not anticipate any issue with students being able to successfully gain access to all necessary coursework on a timely basis.

Other staff

Advising is done centrally within the college through the Office of Graduate Business Programs, which has a total of 2.0 FTE. Recruiting is supported through the Office of Graduate Business Program, with three full-time recruiters (3.0 FTE) dedicated to supporting the Masters-level portfolio across all modalities. Marketing and Communication is a central function within the college with a total of 5.0 FTE. The capstone project is supported by the College's Advancement team, with 2.0 FTE dedicated specifically to undergraduate and graduate student industry engagement, internships, and projects. Student professional and career development is handled through the Career Success Center with approximately 1.0 FTE dedicated for graduate students across two positions. All aspects of the program will supervised by the Associate Dean for Graduate Programs, a 1.0 FTE position.

Adequacy of facilities, library, and other resources

The resources needed to support this degree are identical to those that currently support the MBA and MSB degrees. As a non-thesis degree, the impact on library resources will be minimal. COB does not anticipate any required additional resources in lab space, library resources, or others in order to support the degree.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

The MSIS program supports OSU's mission to foster innovation and the development of knowledge that benefits Oregon and the global community by offering advanced training in high-demand fields such as cybersecurity, applied AI, natural resource management.. The program equips graduates with the skills needed to address critical challenges in technology, environmental stewardship, and business. This aligns with the university's commitment to driving economic, social, and environmental progress. The degree's interdisciplinary concentrations resonate with OSU's signature areas of focus, such as sustainable earth ecosystems and improving human health and wellness. For instance, the natural resource management and geographic information systems curricula prepare students to use technology to address environmental issues, manage natural resources efficiently, and contribute to sustainable long-term development. Similarly, the business analytics and applied AI curriculum reflects OSU's emphasis on data-driven decision-making and innovation, key elements in enhancing human health, optimizing operations, and fostering inclusive economic growth.

Strategically, the MSIS supports OSU's priority of enhancing student success and experience by providing a curriculum that is both relevant and adaptable to the rapidly evolving job market and that is accessible in-person, state-wide, and globally. The curriculum supports the development of student skills to help lead the digital transformation of organizations and industries. This not only increases the employability of graduates but also aligns with the university's goal of cultivating leaders who are equipped to navigate and shape the future.

In summary, the MSIS, with its diverse and contemporary focus areas, strategically supports the university's mission and priorities by preparing students to become innovators and leaders in many fields that are engaged in the strategic use of information systems and are vital to societal advancement and economic development.

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

The MSIS is a geographically accessible degree, with programming offered both in Corvallis and online where students can seamlessly transition between the two modalities. The degree is accessible based on background, as the curriculum supports students irrespective of their academic background, thus allowing students to use the degree as a pivot or a deepening of their existing skills. The degree is also accessible financially in that we have designed to curriculum to be completed within 45 graduate credits, which is the university Masters minimum, and the interdisciplinary focus and flexibility allows students to stack existing transcripted graduate certificates and credits into the required 45 credits. The same faculty teach across all modalities, and the faculty are members of an AACSB accredited college, confirming their research and scholarly credentials and engagement. We further note that the OSU College of Business has previous success in recruiting diverse cohorts of Masters' students with 24% of the 2023-2024 class being students of color, above the university's overall level of 20%, and with 23% reporting being first-generation. We will use the same recruiting channels to support the MSIS.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

Labor Market Insights reports an expected 15%-16% growth in "Computer and Information Systems Managers", "Geographic Information Systems Technologist and Technicians", and "Information Technology Project Managers" over the next 10 years in Oregon, with 10-20% of those positions requiring Master's or professional degrees. Graduate from the MIS will be ideal candidates for these positions. Further, because the degree offers students the ability to stack graduate certificates into the degree and supports both full-time and part-time enrollment, students are able to pursue this advanced degree in increments and while employed.

Respond effectively to social, economic, and environmental challenges and opportunities:

As indicated by the position openings and growth expectations in employment opportunities, the MIS fits a clear need within the state for helping to develop a workforce that can manage rapid technological and digital advancements and the systems that support these efforts. The specialization areas in natural resources will specifically support Oregon's sustainability and environmental efforts.

Address civic and cultural demands of citizenship

The degree can help create a new cadre of professionals who understand the importance of information systems and structures, the security and ethics surrounding the responsible use of technology and stewardship of data, and the future of business with advances in analytics and artificial intelligence. Graduates from this program can help to promote digital literacy and the ethical use of technology, support data/evidence-based public policies, improve civic engagement through secure technology, and help to foster innovation and economic development with emerging technologies.

Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

Association to Advance Collegiate Schools of Business (AACSB) is the accrediting body.

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

The program will adhere to the accreditation requirements of AACSB, the most widely recognized accreditation for business programs. We are (re)accredited on a quinquennial basis, with the next cycle in 2024-2025. The program is expected to meet the AACSB standards.

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

The undergraduate program is the Bachelors in Business Information Systems and accredited through AACSB and on the same timeline as all other academic programs within the college. Note, AACSB does not individually accredit programs/degrees, but rather the university (with a specific focus on the “business” programs within the university). The new MIS will meet the requirements similar to other business programs.

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

Program will maintain accreditation. Since the program will be offered within the existing academic framework of the college and the proposed program is a widely recognized graduate credential in many other AACSB universities. An expectation of AACSB is the continued evolution of business programs, of which the MSIS will be an important component, and we expect to have no difficulty in our goal to maintain accreditation.

Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:

Fall Term Headcount:

15

FTE Enrollment:

10

Expected Degrees/Certificates

5

Year Two:

Fall Term Headcount:

50

FTE Enrollment:

30

Expected Degrees/Certificates:

20

Year Three:

Fall Term Headcount:

70

FTE Enrollment:

40

Expected Degrees/Certificates

45

Year Four:

Fall Term Headcount:

110

FTE Enrollment:

57.5

Expected Degrees/Certificates

50

Year Five:

Fall Term Headcount:

135

FTE Enrollment:

77.5

Expected Degrees/Certificates

55

Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.)

The degree will serve almost every type of student. We expect about half of the Corvallis-based students to be full-time and half to be part-time. Of these, we expect 75% of full-time CV to be international, with remaining 25% to be resident, while almost all part-time Corvallis will be evenly split between resident and non-resident (since we expect many of these to be students pursuing double-degrees. For the online population, we expect essentially 100% to be part-time students (similar to our existing Masters' online students) and for these to be evenly split between residents and non-residents (domestic). We do not anticipate a sizeable international-online population, although the degree structure offered through Ecampus will readily allow for this population should the demand arise.

Evidence of market demand

Within the COB, we analyzed AACSB universities that report programs in Information Systems, Information Technology, and similar. In March 2024, 58 schools reported enrollment/application data. For on-campus programs, typical enrollment was 65 students with 40 new entrants annually. For online programs, 11 schools reported data and median enrollment was 69 students with 39 new entrants annually. Thus, the total program size based on peers is 134. Further, Convington/Crisp, a UK-based higher education consulting firm reported survey data of the general areas of interest in students who are considering a non-MBA Masters' degree in business. Within this survey, 25% of students selected "Business & IT" or "Business and AI", 19% "Cybersecurity", and 17% "Technology Management". Together, these represent one of the top 4 overall areas of student interest (the other three being Finance, Business Analytics, and Innovation/Entrepreneurship). Finally, this program was recommended by OSU's Ecampus based on market analysis of academic program growth prospects. Ecampus' internal projections were for 100-150 students within five years, which is at the higher end of our projections but also supports the anticipated final enrollment numbers.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

We are aware of no shared location with other Oregon public universities and believe the evidence from the previous question is reflective of the expected need/demand for this program both in Corvallis and online.

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Graduates from the MSIS program can pursue various career paths that leverage their blend of technical and business skills. These positions can be at the entry-level with a trajectory towards leadership programs through middle and upper management positions depending on the student's experience when entering the program. All graduates, by virtue of holding an advanced business degree, can be qualified for advancement into upper and senior level management positions during their careers. Examples of positions a MSIS could be expected to take include:

1. Systems Analyst
Analyzing and improving IT systems and processes within organizations.
Liaising between business users and technical teams.

2. IT Project Manager
Leading and managing IT projects from initiation to completion.
Ensuring projects meet objectives, deadlines, and budgets.

3. Database Administrator
Designing, implementing, and maintaining databases.
Ensuring data integrity, security, and availability.

4. Data Analyst / Business Intelligence Analyst
Analyzing data to provide actionable business insights.
Using tools like SQL, Tableau, Power BI, and Python.

5. IT Consultant

Advising organizations on how to best use technology to meet their business objectives.
Implementing IT solutions and strategies.

6. Information Security Analyst
Protecting an organization's information systems from cyber threats.
Implementing and managing security measures.

7. Enterprise Systems Manager
Overseeing the implementation and management of enterprise systems such as ERP.
Ensuring systems support business processes and operations.

8. Chief Information Officer (CIO) / Chief Technology Officer (CTO)
Leading the IT or technology strategy of an organization.
Aligning IT initiatives with business goals.

9. Software Developer / Engineer
Designing and developing software applications.
Writing, testing, and maintaining code in various programming languages.

10. Network Administrator / Engineer
Managing and maintaining an organization's network infrastructure.
Ensuring network performance, security, and reliability.

11. Cloud Solutions Architect
Designing and managing cloud-based solutions and services.
Working with platforms like AWS, Azure, and Google Cloud.

12. IT Auditor
Evaluating and assessing an organization's IT systems and processes.
Ensuring compliance with regulations and standards.

13. Business Process Analyst
Analyzing and improving business processes and workflows.
Using BPM tools to enhance efficiency and effectiveness.

14. Product Manager (Tech)
Overseeing the development and lifecycle of technology products.
Collaborating with cross-functional teams to deliver products that meet market needs.

15. User Experience (UX) Designer
Designing and optimizing user interfaces and experiences for software applications.
Conducting user research and usability testing.

Outcomes and Quality Assessment

Expected learning outcomes of the program

1. Analyze business processes and requirements to design and develop effective information systems and business applications that support organizational goals and enhance operational efficiency.
2. Evaluate the performance, security, and usability of business information systems and applications, identifying areas for improvement and implementing necessary enhancements to optimize functionality and user satisfaction.
3. Integrate business applications and information systems with existing enterprise systems and databases to ensure seamless data flow, interoperability, and alignment with organizational objectives.
4. Collaborate effectively with stakeholders, including business analysts, project managers, and end-users, to ensure that developed information systems and applications meet user needs and business objectives.
5. Apply ethical and legal considerations in the design, development, and governance of business information systems and applications, ensuring compliance with relevant standards, policies, and regulatory frameworks.

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Program-level learning outcomes are collected and assessment on an ongoing/annual basis. Learning outcomes are associated with courses within the program of study as well as with the capstone. The Associate Dean for Graduate Student Development is responsible for collecting and reporting these data to program and college faculty (annually), OSU's Graduate School (annually), OSU's Academic Programs and Assessment office (bienially), and AACSB (quinquennially). All learning outcomes are assessed using direct measures. AACSB requires continuous improvement plans for programs, which we will adhere to. Within the College of Business, the Graduate Program Committee (GPC) monitors and maintains the graduate curriculum and regularly reviews program-level learning outcome achievement.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

In general, Masters' students in business are not directly linked to faculty's research endeavors. However, faculty/instructors within all business academic programs must meet AACSB sufficiency guidelines/ratios for program delivery. The relevant ratios include 40% of delivery provided by "Scholarly Academic" faculty, who are defined as faculty who hold terminal degrees and who produce a minimum of two "impactful" research projects during a given 5-year window; this is the standard required for faculty to maintain "satisfactory" on annual performance evaluations and to be awarded tenure. "Impactful scholarship" is mostly commonly defined as academic publications at peer-reviewed journals with acceptance rates/reputations amongst discipline academics as "top-tier" or "near top-tier". At least 90% of the overall portfolio is required to be delivered by faculty who are qualified by a combination of

scholarship, terminal degree holding and industry experience. The college has achieved and will continue to maintain these ratios, at a minimum, with the addition of the new BIS/MIS faculty.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

We are aware of no closely aligned Oregon programs offering the MIS degree.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

As discussed above, the MIS offers several opportunities for collaborations with OSU with the current and potential future interdisciplinary offerings with each academic college within the university. The use of information systems is approaching near universality across disciplines, industries and functions, and thus potential curricular collaborations are very broad.

If applicable, proposal should state why this program may not be collaborating with existing similar programs

N/A

Potential impacts on other programs

We do not anticipate any negative impacts of this program on any adjacent programs. Indeed, particularly with the interdisciplinary offerings, students may be more interested in joining other OSU certificate programs that fully double-count/transfer into the MIS because it can lead to two graduate credentials.

Graduate Learning Outcomes (GLOs) for Graduate Students

Will this program fulfill more than one learning outcome?

Yes

Conduct research or produce some other form of creative work

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

For Master's Programs, GLO #1 is "Conduct research, produce some other form of creative work, or participate in an integrative capstone experience". The student capstone project is the direct measure of the student's "integrative capstone experience" and will be taken within the program of study's capstone course.

Has this assessment method changed since the last reporting cycle?

No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

The capstone project is typically a significant portion of the capstone course's grade assessment. The student's grade on the capstone project, overall, determines satisfactory completion of this learning outcome. At the program level, the College targets a minimum of 90% of students meeting this outcome on an annual basis.

Describe any changes to the benchmark or milestone since the last reporting cycle

N/A

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The capstone project is reviewed by a committee during a final review/defense. Results are reported to the Associate Dean for Graduate Programs to be compiled and trends to be identified.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

N/A

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

N/A

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

N/A

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

N/A

Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Subject matter expertise is judged by performance on direct measure of mastery in all core MIS courses as well as the capstone. In each course, either a final exam or project will be used as the direct measure of achievement and students are expected to meet expectations in 90% of these assessments.

Has this assessment method changed since the last reporting cycle?

No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Graduate programs expects 90% or more of students to at least "meet" expectations, demonstrated by scoring at least a "B" on the project assignment.

Describe any changes to the benchmark or milestone since the last reporting cycle

N/A

Describe the data collection process (e.g., Who is involved? How is the data collected?)

N/A

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

N/A

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

N/A

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

N/A

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

N/A

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

The final exam in BIS 572 directly assesses students' ability to apply ethical consideration in the design, development, and governance of business information systems.

Has this assessment method changed since the last reporting cycle?

No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

N/A

Describe any changes to the benchmark or milestone since the last reporting cycle

N/A

Describe the data collection process (e.g., Who is involved? How is the data collected?)

N/A

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

N/A

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

N/A

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

N/A

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

N/A

Process

Describe the process the program used to reflect on the outcome data

Each year, the Associate Dean for Graduate Programs reports program learning outcome performance to the college's graduate curriculum committee (Graduate Programs Committee). Due to our reporting requirements and to provide more thorough insights, we collect GLO/PLO data on all students. In general, we attend most to 90%+ of students meeting expectations for each GLO/PLO. In instances where more than 10% of students are "below" expectations, the Associate Dean and/or the chair of the GPC will work with the faculty and program to explore whether the performance appears indicative of a systemic issue in the program or was an unexpected anomaly. For instances where the below expectations is between 10-20%, we often put the GLO/PLO on "watch", particularly if the performance seems unexpected. In instances where more than 20% are below expectations, we work with the program lead, course coordinator, and program faculty to create a change in time to affect the next cohort.

Were there any challenges or concerns?

N/A

How are the results of your assessment effort related to strategic planning and overall program review?

N/A

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

N/A

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year

N/A

Additional Graduate Level Student Learning Outcomes (optional)

Learning Outcome

1. Analyze business processes and requirements to design and develop effective information systems and business applications that support organizational goals and enhance operational efficiency.

What year was this program level learning outcome developed or most recently changed?

2025

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

BIS 562: final exam score (direct assessment)
BIS 563: case analysis/capstone analysis and grade (direct assessment)

Has this assessment method changed since the last reporting cycle?

No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Graduate programs expects 90% or more of students to at least "meet" expectations, demonstrated by scoring at least a B on the direct assessment.

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The faculty member reports individual student performance to the Associate Dean of Graduate Programs who is responsible for tabulating results at the program level and reporting performance to discipline faculty, the college's graduate curriculum committee, the Graduate School, and the Office of Assessment.

Learning Outcome

2. Evaluate the performance, security, and usability of business information systems and applications, identifying areas for improvement and implementing necessary enhancements to optimize functionality and user satisfaction.

What year was this program level learning outcome developed or most recently changed?

2025

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

BIS 572: final exam score (direct assessment)
BIS 561: final exam score (direct assessment)

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Graduate programs expects 90% or more of students to at least "meet" expectations, demonstrated by scoring at least a B on the direct assessment.

Learning Outcome

3. Integrate business applications and information systems with existing enterprise systems and databases to ensure seamless data flow, interoperability, and alignment with organizational objectives.

What year was this program level learning outcome developed or most recently changed?

2025

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

BIS 571: final exam performance (direct assessment)

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Graduate programs expects 90% or more of students to at least "meet" expectations, demonstrated by scoring at least a B on the direct assessment.

Learning Outcome

4. Collaborate effectively with stakeholders, including business analysts, project managers, and end-users, to ensure that developed information systems and applications meet user needs and business objectives.

What year was this program level learning outcome developed or most recently changed?

2025

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

BIS 562: course project (direct assessment)
BIS 563: term project (direct assessment)

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Graduate programs expects 90% or more of students to at least "meet" expectations, demonstrated by scoring at least a B on the direct assessment.

Learning Outcome

5. Apply ethical and legal considerations in the design, development, and governance of business information systems and applications, ensuring compliance with relevant standards, policies, and regulatory frameworks.

What year was this program level learning outcome developed or most recently changed?

2025

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

BIS 572: Final Examination (direct assessment)

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Graduate programs expects 90% or more of students to at least "meet" expectations, demonstrated by scoring at least a B on the direct assessment.

Information for the Catalog

How many total credits are required for completion of this program?

45

Catalog Description (this will display on the Overview tab in the Catalog)

The Master of Science in Information Systems (MIS) is designed to equip students with the advanced knowledge and skills necessary to excel in the rapidly evolving field of information systems management and technology. This interdisciplinary program combines principles of information systems, business management, business analytics and applied AI, preparing graduates to manage and lead the complex information needs of organizations. The degree offers concentrations in Cybersecurity Management, Business Analytics and Applied AI, and Geographic Information Sciences, plus a wide range of business and interdisciplinary electives.

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

Code	Title	Credits
Required Core		
BA 572	ADVANCED INFORMATION SYSTEMS	3
BANA 560	BUSINESS ANALYTICS AND AI FOR COMPETITIVE ADVANTAGE	3
BANA 570	DATA MANAGEMENT	3
BIS 561	BUSINESS APPLICATION DEVELOPMENT	3
BIS 562	BUSINESS INFORMATION SYSTEMS DESIGN AND DEVELOPMENT	3
BIS 563	BUSINESS INFORMATION SYSTEMS CAPSTONE	3
BIS 571	BUSINESS TELECOMMUNICATIONS AND NETWORKING	4
BIS 572	INFORMATION SYSTEMS SECURITY	4
Electives		
Select a minimum of 19 credits from the following: [1]		19
General Business		
BA 513	BUSINESS LEGAL ENVIRONMENT	
BA 514	OPERATIONS MANAGEMENT	
BA 515	MANAGERIAL DECISION TOOLS	
BA 516	CREATING VALUE IN EXCHANGE	
BA 517	MARKETS AND VALUATION	
BA 518	ENTRPRENEURIAL MINDSET AND INNOVATION	
Business Analytics and Applied AI		
BA 555	PRACTICAL BUSINESS ANALYSIS	
BANA 571	DATA EXPLORATION AND VISUALIZATION	
BANA 572	MACHINE LEARNING AND TEXT MINING FOR BUSINESS	
BANA 573	DESIGNING AI PRODUCTS AND SERVICES FOR BUSINESS	
BANA 574	NEURAL NETWORKS AND DEEP LEARNING FOR BUSINESS	
BANA 577	INTEGRATED BUSINESS ANALYTICS PROJECT	

Cybersecurity Management	
ACTG 520	IT AUDITING
BIS 583	GOVERNING INFORMATION SECURITY PROGRAMS
CS 573	INTRODUCTION TO DIGITAL FORENSICS
PPOL 544	COLLABORATIVE GOVERNANCE
Geographic Information Science	
GEOG 510	INTERNSHIP
GEOG 551	PLANNING PRINCIPLES AND PRACTICES FOR RESILIENT COMMUNITIES
GEOG 560	GISCIENCE I: INTRODUCTION TO GEOGRAPHIC INFORMATION SCIENCE
GEOG 561	GISCIENCE II: ANALYSIS AND APPLICATIONS
GEOG 562	PROGRAMMING FOR GEOSPATIAL ANALYSIS
GEOG 564	GEOSPATIAL PERSPECTIVES ON INTELLIGENCE, SECURITY AND ETHICS
GEOG 580	REMOTE SENSING I: PRINCIPLES AND APPLICATIONS
GEOG 581	SATELLITE IMAGE ANALYSIS
Resource and Sustainability Management	
FES 545	ECOLOGICAL RESTORATION
FES 548	INVASIVE PLANTS: BIOLOGY, ECOLOGY AND MANAGEMENT
FES 552	FOREST WILDLIFE HABITAT MANAGEMENT
FES 586	PUBLIC LANDS POLICY AND MANAGEMENT
FES 585	CONSENSUS AND NATURAL RESOURCES
FW 537	STRUCTURED DECISION MAKING IN NATURAL RESOURCE MANAGEMENT
PPOL 547	INTEGRATED POLICY: FOOD, ENERGY, WATER, CLIMATE
SNR 512	SUSTAINABLE NATURAL RESOURCE DEVELOPMENT
SNR 520	SOCIAL ASPECTS OF SUSTAINABLE NATURAL RESOURCES
SNR 521	ECONOMICS OF SUSTAINABLE NATURAL RESOURCE MANAGEMENT
SNR 522	BASIC BELIEFS AND ETHICS IN NATURAL RESOURCES
SNR 530	ECOLOGICAL PRINCIPLES OF SUSTAINABLE NATURAL RESOURCES
SNR 532	PLANNING AGROFORESTRY PROJECTS
SNR 533	NONTIMBER FOREST PRODUCTS: AN INTERDISCIPLINARY INTRODUCTION
SNR 535	SUSTAINABLE MANAGEMENT OF AQUATIC AND RIPARIAN RESOURCES
SNR 540	GLOBAL ENVIRONMENTAL CHANGE
SNR 570	INDEPENDENT PROJECTS IN NATURAL RESOURCE SUSTAINABILITY AND FORESTS & CLIMATE CHANGE
SOC 580	ENVIRONMENTAL SOCIOLOGY
SOIL 511	SOIL: A NATURAL AND SOCIETAL RESOURCE
Total Credits	**45**

1

Other electives may be accepted with advisor approval

Letters of Support

External Letters of Support

OSU MSIS Masters Support Letter 101324.pdf

Accessibility Form

Accessibility Guidelines

I have reviewed the listed documents

Faculty Guidelines

I have reviewed the listed documents

Information Technology Guidelines

I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

External Review of New Graduate Program

Review Documents

External Review report MIS.pdf

Library Evaluation

Will this program require the creation of new courses?

Yes

Provide peer comparator review

Colorado State University Master of Computer Information Systems
Brigham & Young University Maser of Information Systems Management
Iowa State Master of Science in Information Systems

Provide projected faculty and student FTE for your program

For the first three years, the program will support the existing 5.0 FTE plus one additional T/TT research faculty member. Year 3 student FTE is expected to be 40.

Provide detail about any special research areas of interest

All research areas are captured. We note that (a) the MIS degree is not a research-based degree and there is no expected thesis or similar expectations and (b) the faculty hired to support the program will be in the current areas of interest of the existing BIS faculty members.

Library Evaluation (to be completed by Librarian)

Complete_with_Docusign_Category_I_Library_As.pdf

Administrative Template (Library Use Only)

Summary of Recommendations

The monographic collection appears to be marginally adequate to support the proposed program.

The journal collection is currently adequate to support the proposed program.

Print and Electronic Monographs

Library evaluations of proposed programs have traditionally included the analysis of OSULP's print monograph collection. However, the library currently prioritizes e-book purchases of texts over print versions due to space and accessibility considerations. For print materials that are unavailable through OSU's library, students and faculty may request those materials through OSULP's scan and deliver and mailing services.

The growing availability of e-books makes it possible to expedite access to more information from various locations. Students are able to access the books from their computer or mobile device at any time. The library currently provides access to over 5,700 e-books and 2,000 print books in subjects related to Information Systems. However, out of the top 50 most widely held "Management Information Systems" titles published within the past 5 years in WorldCat, OSULP only provides print or e-book access to 56% of them. The average cost for an e-book in "Management Information Systems" is about $200, bringing an investment of 17 new titles to $3,400.

OSU is well served by the OSULP investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

Media

OSULP provides access to Kanopy, a streaming video database with over 30,000 films to stream on demand.

Serials/Journals

OSULP maintains an adequate collection of journals for this proposed program. There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. OSULP has sacrificed timely access to some titles in favor of an embargo period to cut costs (an embargo means we do not have immediate full-text access to the most current 12–18-months). A list of key journals for this program was developed using the "Computer Science and Information Systems" subject category in the Journal Citation Report (JCR). This produced a list of 147 journals. The list includes those titles that we have current access to, those with embargoes, and those not owned by the OSULP.

OSU Libraries has current subscriptions to 101 of these titles, 34 of which are fully open access, and we have limited access to an additional 18 titles. 17 additional journals allow for expedited access via our Article Delivery Service. Of the 36 high-impact journals (JIF >5), the library has current access to 25 of them and expedited access to 7 titles through Article Galaxy Scholar; 4 have delayed access. There are no highly relevant journals that may be recommended for a new or current subscription unless a 1-year embargo is not acceptable.

In addition to the recommended new subscription, the library will monitor usage of interlibrary loan (ILL) for titles under embargo and those with no access to determine whether usage justifies the acquisition of additional journals. Many of the high impact journals in this area are published by Elsevier. The library has invested in an Article Delivery Service that allows pay-per-view access to Elsevier content. This service is expedited, and usually delivers the requested article within an hour. Interlibrary loan services are also available where delivery ranges from same day to multiple days. Combined, these services should allow for adequate access to cover most

major journals for this research area. The library assumes the cost for all articles requested via interlibrary loan and those purchased through the Article Delivery Service.

Recommended New Journals

None

Recommended New Databases

None

Recommended Book/Ebook Expenditures

The average cost for an e-book in "Management Information Systems" is about $200, bringing an investment of 17 new titles to $3,400.

Indexes and Databases

Database Years Covered Description
Business Source Complete EBSCO 1886 - present Available content includes case studies, investment research & industry reports, market research reports, country reports, SWOT analyses, and full-text for scholarly journals.
Computer Source EBSCO 1985 - present Full text for more than 300 publications and indexing and abstracts for nearly 450 publications related to computer science
Wharton Research Data Services 1980 - present The standard for business data, providing researchers worldwide with instant access to financial, economic, and marketing data though a uniform, web-based interface.
Web of Science 1965 - present Provides access to a multidisciplinary collection of records for scholarly research articles
IEEE Xplore 1988 - present Access to journals, magazines, conference proceedings and standards. Full-text access to technical literature in computer science, AI, and data science.
ACM Digital Library 1908 - present A database that includes both citations and full text for journals, newsletters, and conference proceedings related to computing machinery and AI
Mergent Online 1997 - present Mergent Online is a subscription-based service offering information on approximately 15,000 NYSE, AMEX, and NASDAQ companies. The service also provides data on 20,000 non-U.S. based corporations.

Library Services

Library faculty help students develop information literacy skills--the ability to locate, evaluate, and use information effectively--and help students understand their lifelong roles and responsibilities as both consumers and creators in the information ecosystem. More information on library instruction is available at https://library.oregonstate.edu/instruction-services.

The Library Liaison for the College of Business is Diana Castillo. Clara Llebot Lorente is OSULP's Data Management Specialist, who specializes in data management plans and data curation. Liaisons are library faculty members that monitor the strategic directions and priorities of college and programs, and are a conduit to the expertise and services of the OSU Libraries.

Ecampus programs are also supported by the Ecampus librarian, Zach Welhouse, who supports instructors and students in the use of library resources and services, including custom research guides and webinars on demand. See the Ecampus Library Services guide at https://guides.library.oregonstate.edu/Ecampus_Library for more information.

The OSULP Collection Council maintains the libraries' collections. Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council

Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/ Interest	Role Within Program
Nicholas Roberts	AFIS	PhD	Associate Professor	Information Systems	Program Lead
Byron Marshall	AFIS	PhD	Associate Professor	Information Systems and Cybersecurity	Faculty
Forough Shadbad	AFIS	PhD	Assistant Professor	Information Systems and Cybersecurity	Faculty

Vipin Aurora	AFIS	MS	Senior Instructor	Information Technology	Faculty
Venkataramani Raja	AFIS	PhD	Senior Instructor	Information Systems	Faculty
Bin Zhu	MAD	PhD	Associate Professor	Business Analytics and AI	Faculty
Shaokun Fan	MAD	PhD	Associate Professor	Business Analytics	Faculty
Timothy Kaskela	MAD	PhD	Assistant Professor	Business Analytics	Faculty
Jayson Killoran	AFIS	PhD	Assistant	Information Systems	Faculty

Budget Information

Budget Worksheet and Narrative

osubudget_worksheet_MIS_Final.xlsx
Budget Narrative MIS Final.docx

Reviewer Comments

Mark Needham (Forest Ecosystems Society, Professor) (mark.needham) (Wed, 11 Jun 2025 17:13:58 GMT): As the liaison for the Forest Ecosystems and Society MF, MS, and PhD programs, I have no concerns about this proposal.

Tjodie Richardson (Applied Economics, Head Advisor) (tjrichardson) (Wed, 11 Jun 2025 20:12:06 GMT): No objections.

Chad Murphy (School of Management, Entrepreneurship Supply Chain, Associate Professor) (chad.murphy) (Thu, 12 Jun 2025 19:52:36 GMT): No concerns

Bruce Dugger (Fisheries, Wildlife Conservation Sciences, Associate Department Head) (bruce.dugger) (Mon, 16 Jun 2025 23:38:06 GMT): FWCS does not have any objections to the proposal, but I offer the following observation. I was surprised to see a resource management element to this degree. Nothing in any of the language in the proposal, including the PLOs prepared me to see that element in the curriculum. I can see where an entity involved with resource management might need the services of someone with this degree, but I don't think that person would be any better at their job from having a course or two around resource management. To put it in the form of a question, "what would be missing from this degree if that element of the curriculum was not included?" I don't know the answer and don't have to be convinced there is an answer for this proposal to move along. It's just what came to my mind when I read the proposal.

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (Tue, 24 Jun 2025 22:40:41 GMT): Emailed originator and asked for him to respond to Bruce Dugger's comment.

John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease) (Fri, 19 Sep 2025 01:18:48 GMT): The originator communicated with Bruce regarding the proposal. The conveyed description was as follows: Basic Concept: Essentially, the degree concept of the degree is to provide a core of analytics and information systems that can be paired with business or “non-business” applications. I know one of the areas that’s fairly well established is Information Systems and GIS. I had also encountered linkages with GIS and Natural Resource Management, and thus I wanted to offer this as a possible extension. It’s related to: https://www.canr.msu.edu/fw/outreach/natural-resource-management-systems/ Curricular Depth: The goal in creating the core curriculum was to leave sufficient credits for the interested student to bring a full credential (graduate certificate and possibly a double-degree) into the degree. So, the notion isn’t that students will loosely sample from the elective pools (unless that’s their desire), but rather than they will pick an area of concentration to allow them to develop sufficient expertise across the areas. Sorry if that wasn’t clear in the proposal. Learning Outcomes: This is a good call-out though it was intentional that the PLOs are specifically related to the core MIS curriculum since these are the LOs we’ll need to report. Also note, because we’re doing alternative summative assessments, we need to collect LO achievement for each student, so we wanted to keep the collection strictly in the required curriculum. However, my very short-term plan is that as soon as the degree is approved, we’re going to organize several of the concentrations into options, which will have their own PLOs that we will need to collect/report. Thus, for a student interested in the natural resource facet of this, we’d work with those option faculty to ensure we’ve identified and collected meaningful PLOs. Just as a quick aside, we’re admittedly leaning into the inherent flexibility of the “concentration” descriptor right now as we judge which bundles students/industry show an interest in and then we’ll push those into CIM as “options” to make them transcript visible. Bruce's response was to reiterate that he has no concerns stating "Thanks for the follow up John. As I stated in my comments, FWCS has no objection. I was hoping that would prevent you from taking the time to respond in depth as you have below!". As noted, however, Bruce does raise valuable insights that I believe we have addressed.

Steve Reese (School of Nuclear Science Engineering, Director-Radiation Center (steve.reese) (Thu, 13 Nov 2025 17:55:27 GMT): No concerns.

Key: 902