

# Top 10 U.S. College Programs for IT



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A special report

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# Introduction

When I first arrived at college, I heard about a career track for people who managed and supported networks of computers. At the time, these were referred to as Systems Analysts or MIS professionals. There were even hints of a new field called information technology that was emerging. What a great job that would be, I remember thinking at the time.

So I started looking for computer classes that I could take to minor (or even possibly major) in a computer-related field. Unfortunately, nearly all of the computer classes I found at my public university involved programming UNIX systems and mainframes. Since I wasn't really interested in programming, my dreams of becoming a professional computer geek appeared to be dashed.

However, through a combination of luck and persistence, I did end up going into IT after I graduated from college with a liberal arts degree. I got some formal technical education through professional training courses, and I ended up getting a couple of technical certifications to show that I at least had some minimal competency in IT.

But in the five years after I left college in the mid-1990s, the IT field exploded. Lots of new workers poured into IT, and like me, most of them did not have a formal education in IT management. However, since then, colleges and universities have begun to catch up. Some now have entire schools dedicated to IT, while many others offer bachelor's degrees in Information Systems, Information Technology, Computer Information Systems, and Business Information Systems.

When I look at the curriculum of any of these programs, I am intensely jealous. Most of them include a great mix of foundational business and technology knowledge that would have been invaluable for me when I was getting started in IT. I had to learn most of that stuff the hard way -- by making mistakes, going with my gut reaction, and simply trying to apply common sense principles.

Since we at TechRepublic think these programs will give future IT leaders a great foundation and a big step forward, we decided to embark on this special report to help identify the best college IT programs in the United States. Our Education Committee pored over information from lots of different colleges and universities and ultimately came up with this list of 10 "can't miss" programs.



*Jason Hiner  
Editor in Chief,  
TechRepublic*

You should note that we have focused on IT business education rather than computer science, which is aimed at programmers and developers. We feel that the two are different tracks, although those who are interested in managing teams of developers and getting on the CTO career track could certainly combine the two in a major/minor scenario.

That said, we chose to focus this special report on the CIO career track, which includes IT professional roles such as support professional, network administrator, project manager, IT consultant, and IT manager. For that crowd, a strong foundation in business administration is just as important as a good technical education.

While we realize that all of these kinds of lists are highly subjective, we are confident that the 10 programs we identified all provide a superior education in the business of IT. We chose not to rank by number, since that gets even more subjective. The bottom line is that you can't go wrong with any of these programs. A degree from one of these 10 programs will provide a great foundation for a successful IT career.

And, while we primarily view this report as a service that we can offer to the next generation of aspiring IT leaders, current CIOs and IT managers should also use it as a way to find the colleges and universities that are producing some of the best IT talent on the planet.

Jason Hiner  
Editor in Chief, TechRepublic  
October 2008

# Methodology

**W**hen selecting our list of 10 undergraduate IS/IT programs to feature in this TechRepublic Special Report, we tried to assess which programs would offer the most value to students who wanted to work in the business end of IT. Our Education Committee considered the following criteria:

- ➔ Curriculum of the IS/IT program (We decided that the classes should be geared toward business rather than engineering for this Special Report. This means that any Computer Science degrees were not considered.)
- ➔ Cost value analysis for the education
- ➔ Student/faculty ratio

- ➔ Percentage of faculty with Ph.D.
- ➔ Placement (i.e., percentage of students who landed a job within six months of graduation)
- ➔ Co-ops and/or internships offered in the program
- ➔ Number of computer labs
- ➔ Overall “strength” of the program

*Caveat: Some schools were not considered based on our lack of information about their programs. Sometimes this was due to us not getting responses to our queries in time for publication of this report, or because we were unable to find the pertinent information on the school's Web site.*



# Brigham Young University

With 26,000 students arriving from all 50 states and more than 110 countries, [Brigham Young University](#) (BYU) is the nation's largest religious university.

Established in 1875, the campus is situated in the heart of Provo, Utah, and in the shadow of the Wasatch Mountains, giving students immediate access to suburban amenities and natural wonder.

A private university linked with the Church of Jesus Christ of Latter-Day Saints (LDS), BYU routinely ranks among the nation's most affordable private schools. Touted as some of the nation's "happiest students," many of the university's LDS students enter their final years of study following a two-year mission trip, thereby affording BYU a more mature, sophisticated campus feel than most.

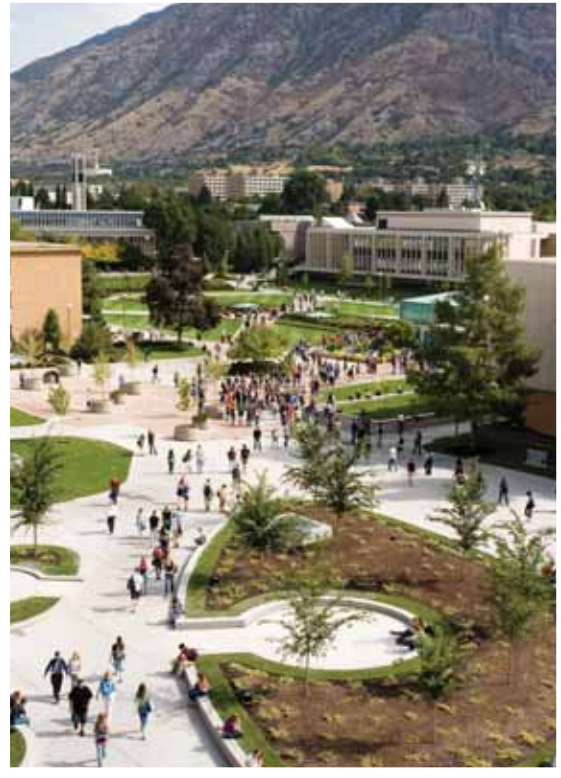
Upon applying to the university, all prospective students sign an honor code that governs such issues as chastity, dress, and alcohol, a sign of the campus' conservative cultural and social atmosphere.

## A hotbed for IS graduates

Minus the flash of Silicon Valley and the aura of Ivy Leaguers, BYU has nevertheless delivered a cutting-edge IS curriculum that consistently produces some of the nation's most sought-after graduates.

One of the most celebrated -- and youngest -- [IS programs](#) in the country, BYU's IS department didn't start standing on its own feet until the 1990s. However, the program has quickly emerged as a destination spot for some of the world's most eager IS students. This is largely a result of top-notch faculty (all faculty hires in the last 12 years have arrived from elite Ph.D. programs), the success of its graduates (100 percent find a job in the field within six months of graduation), and the hands-on curriculum that challenges students with real-world scenarios and business best practices.

"The integrative nature of what we do really sets us apart; our professors are constantly communicating and trying to bring the different courses together," IS Department Chairman Dr. Marshall



*Sitting amid the mountains of Provo, Utah, BYU students inhabit a picturesque campus.*

Romney said. "Beyond that though, it's the hands-on practice we provide our students. Our students certainly get plenty of theory, but we consistently challenge them to apply that theory to real-world situations."

The unique structure of the IS program, which earns students a B.S. in Information Systems/Information Technology under the direction of the university's lauded Marriott School of Management, distinguishes BYU from some of its chief rivals. To enter the program, students must fulfill two years of prerequisites, including a variety of courses with a strong business focus. Romney is quick to note the competitiveness of the program: It takes a 3.6 GPA or above to get into BYU, and then a 3.5 at the university to gain entry into the IS program in a student's junior year.

"Simple supply and demand gets us some of the nation's top students and some phenomenal raw material," Romney said.

Once in the IS program, all students endure two consecutive 12-hour semesters in which teachers rotate out of the classroom



*In one of the department's many opportunities for current students to mingle with career professionals, BYU students join with Ernst & Young staff members to complete a teambuilding exercise.*

while students stay put. In the first semester, students face four three-hour courses: Systems Analysis, Database, Business Programming, and Business Controls. The program's 120 students share 13 faculty members, affording students quality access to instructors.

The first semester concludes with a one-week integrated exercise, a central example of the program's hands-on mission. On Monday of the final week, students encounter a past case from a professional firm and perform the business analysis, coding, and design -- a mock up of the entire system. On Friday, students hand in their written presentation, while an oral presentation is presented to a group of career professionals and faculty on Saturday morning.

"The opening four classes walk students through the standard systems they'll see in the working world and then turns in that final week to practical, active learning in which they have to put

their study into a real-world context," Dr. Romney said.

The second semester of year one follows a rubric much like the first: academic work mixed with practical application. Students take a class in Data Communications, while a Systems Design and Implementation class works side-by-side with a course in Enterprise Application Development. The final three-hour course derives from a semester-long project in which students return to the case they analyzed in the first semester. Handed blank computers, students are then challenged to design and implement a completely operational system by semester's end.

As their final year approaches, students decide to follow one of two tracks. One-third of the program's 120 students earn admission into the master's degree path. In their remaining two years on campus, those 40 students will take a core of M.B.A. classes alongside more intensive IS classes. The other 80 students complete their undergraduate work with a curriculum heavy in business, including courses in Ethics, Economics, and Marketing.

Jason Hessing, a 2002 graduate who went on to earn a master's degree at Indiana University before landing a job in the IT department of national grocer SUPERVALU, says the rigorous academic work he faced at BYU prepped him for the professional world.

"BYU put me ahead of the curve in key areas because we didn't just learn about IT, we did it," Hessing said. "The education helped me develop two different skill sets: the business acumen to understand the corporate world and the necessary understanding and language I needed to address the technical folk on a given project."

*Daniel Smith*

## Key Information

**Address:** A-209 ASB Provo, UT 84602

**Phone number:** 801.422.2507

**Fall 2009 admissions deadline:** March 30, 2009

**Admissions e-mail:** [admissions@byu.edu](mailto:admissions@byu.edu)

**Setting:** Urban

**Undergraduate student body:** 26,910

**Percentage of students who live on campus:** 20%

**Tuition (per year) 2008-2009:** \$15,330 (LDS), \$19,410 (non LDS)

# Carnegie Mellon University

**C**arnegie Mellon University was founded in 1900 by Andrew Carnegie as a philanthropic gesture to spread knowledge to all people. Located in Pittsburgh, PA, Carnegie Mellon University celebrates the area's Scottish roots while achieving academic excellence. The sound of bagpipes, the bark of Scottish Terrier dogs, and the distinct look of Tartan plaids tell the venturer that he has entered a unique campus environment. Carnegie Mellon is also one of the leading technology universities in the world.

## Tepper School of Business combines innovation with analytical decision making

Carnegie Mellon University's Tepper School of Business is a leader in cutting-edge learning with a commitment to knowledge discovery via interdisciplinary collaboration. The school's heralded management science model has been used in some form in many other business schools' curriculum.

Tepper offers a Bachelor of Science in Business Administration (B.S.B.A.) degree with a specialized track in [Computing and Information Technology](#). Tepper CIT students can minor in Supply Chain Management or Business Administration. Executive Director of the Undergraduate Business Administration program Dr. Milton L. Cofield notes that, "Historically, the Computing and Information Technology program has been a track that has generated the most interest at Tepper, particularly during the Bubble period."

Degree requirements for a B.S.B.A. are a minimum of 364 units. Freshman and sophomore years' coursework include topics you would expect such as economics, accounting, and statistics, as well as computing and programming. Junior and senior years are when students take track courses. The four required courses for the Computing and Information Technology track are: Data Structures, Systems Analysis and Design, Information Resources Management, and Telecommunications and Network Management. Students must also take two of the other seven courses offered, which include E-commerce Strategy, Information Technology Strategy, and Decision Analysis and Decision Support Systems. Tepper students also have to fulfill nine Breadth Requirements; World History and Interpretation and Arguments are the two breadth courses that are required. While it may sound



*Carnegie Mellon University is located in Pittsburgh, Pennsylvania.*

rigorous, there are many course options available to students within each category, allowing each student to customize his or her educational experience so that it will best serve the student in the future.

“Historically, the Computing and Information Technology program has been a track that has generated the most interest at Tepper.”



The Tepper School of Business has one of the best student/faculty ratios of any top-tier school.

Tepper students partner with faculty, researchers, and students from other departments and schools, providing tech students with a well-rounded education. Dr. Cofield believes this is one of the primary assets of the program. “Tepper students in the Computing and Information Technology track benefit from being in a university that values computing. With the strong technical focus in the Computer Science Department, the Information Systems program in the College of Humanities & Social Sciences, and the College of Engineering, students interested in this field can be as technologically focused as they want to be.”

Each year, more than 400 companies go to Tepper to recruit undergraduate business students. Dr. Cofield noted that approximately 30-50 percent of the companies are recruiting for students with an IT education. “Many graduates of the Computing and Information Technology track go into consulting or work for software development or implementation companies. Other core groups go into mainstream manufacturing, logistics, and supply chain management.”

Nicole Bremer Nash and Mary Weilage

## Key Information

**Address:** 5000 Forbes Avenue Pittsburgh, PA 15213-3890

**Phone number:** 412.268.2000

**Fall 2009 admissions deadlines:** January 1, 2009 (regular) and September 1, 2009 (early, pre-school attendance)

**Admissions e-mail:** [undergraduate-admissions@andrew.cmu.edu](mailto:undergraduate-admissions@andrew.cmu.edu)

**Setting:** Urban

**Undergraduate student body:** 5200

**Percentage of students who live on campus:** Freshman required

**Tuition (per year) 2008-2009:** \$39,150 (resident and nonresident)

# James Madison University

**J**ames Madison University (JMU) students inhabit a century-old campus positioned in Virginia's historic and scenic Shenandoah Valley. Once an all-girls' college (men began enrolling in 1946), JMU now hosts 18,000 public college co-eds — over 16,000 of them undergraduates — studying more than 100 degree programs. In recent years, the university has expanded — both physically and academically — building a second library, breaking ground on a performing arts center, purchasing the former Harrisburg High and nearby Rockingham Memorial Hospital for added space, and adding the School of Engineering in 2007. The Princeton Review and Money Magazine have both recognized JMU as one of the nation's best college values.

## Building an IS program to rival any of the nation's finest

One of only a handful of undergraduate programs in the country with both ABET and AACSB accreditation, JMU's [Computer Information Systems \(CIS\)](#) program blends a sound business education with a curriculum that does not back off the technical content. Alongside the College of Business' core staples (integrated curriculum, business plan, interpersonal skills, and project orientation), the CIS program -- which earns students a B.B.A. (Bachelor of Business Administration) in CIS -- maintains the fundamental technical skills necessary for a successful career in the IT field.

The CIS program, which hosts approximately 200 degree-seeking students alongside 100 looking to earn an IS minor, begins with a freshman and sophomore year track that is heavy in business. An Introduction to IS class, taken during one's freshman or

sophomore year, provides students with an insightful look into what IS professionals do as well as the industry's present state and potential evolution.

"The class focuses on the likely roles that business professionals will have in regard to information systems: end-user, manager, and innovator," said CIS Department Chairman Dr. Richard Mathieu. "In order to accomplish these goals, the hands-on component of the class focuses on collaboration and workflow."

After gaining admittance to the College of Business, a CIS student's junior campaign begins with a 12-credit integrated course in which students create a business plan. Then comes "the meat of the program," said Mathieu, as students are challenged with a modern curriculum heavy in experiential work and applied science. Students take required courses in such IT program stalwarts as database and systems analysis and design while adding a lengthy list of compelling elective courses: business process management, Web development, computer forensics, and security.



*Located in Harrisburg, VA, the James Madison University campus hosts approximately 18,000 students.*

“ We feel like the secret to our success has been our ability to maintain the fundamentals while mixing in innovative electives. ”



*Dr. Richard Mathieu heads James Madison University's IS program.*

“We feel like the secret to our success has been our ability to maintain the fundamentals while mixing in innovative electives,” Mathieu said.

One elective, in particular, has been a roaring success with students and highlights the program’s success in responding to -- and preparing for -- an ever-changing industry. At the suggestion of its alums, JMU added an IT Consulting course to its elective list in 1999. In the semester-long course, teams are assigned to professional consulting firms and work with those mentor firms to complete a project covering each phase of the consulting life cycle.

Meaghan Bouchoux, a 2000 JMU grad now working as a manager with Bearing Point, took the course during her tenure at the school and credits it with giving her consulting career an im-

measurable head start. “By the time I had graduated, I had gone through an entire systems development life cycle, so nothing was a surprise to me when I entered the consulting world. I had done the hands-on work to create that mock project from the ground up and was a few months ahead of my peers because of that experience,” said Bouchoux, who in 2008 was hailed by Consulting Magazine as one of the top 30 consultants under 30.

A CIS executive board comprised of partners in area firms works with the faculty to make certain that the program’s objectives and outcomes remain relevant to real-world needs. And the JMU program’s results speak for themselves: 92 percent of students have work experience before they graduate, many landing competitive internships in and around the D.C. area; 85 percent of students are hired before graduation; and a full 100 percent have employment in the field within six months after graduation, many landing at marquee companies such as IBM, Accenture, and Ernst & Young.

“Those numbers,” Mathieu said, “show that we’ve made the academic environment relevant to both our students and the industry. Our faculty is focused on undergraduate education like a laser beam.”

*Daniel Smith*

## Key Information

**Address:** 800 S. Main St. Harrisonburg, VA 22807

**Phone number:** 540.568.6211

**Fall 2009 admissions deadline:** November 1, 2008

**Admissions e-mail:** [admissions@jmu.edu](mailto:admissions@jmu.edu)

**Setting:** Urban

**Undergraduate student body:** 16,089

**Percentage of students who live on campus:** 30-35%

**Tuition (per year) 2008-2009:** \$6,964 (resident), \$9,229 (nonresident)

# Massachusetts Institute of Technology

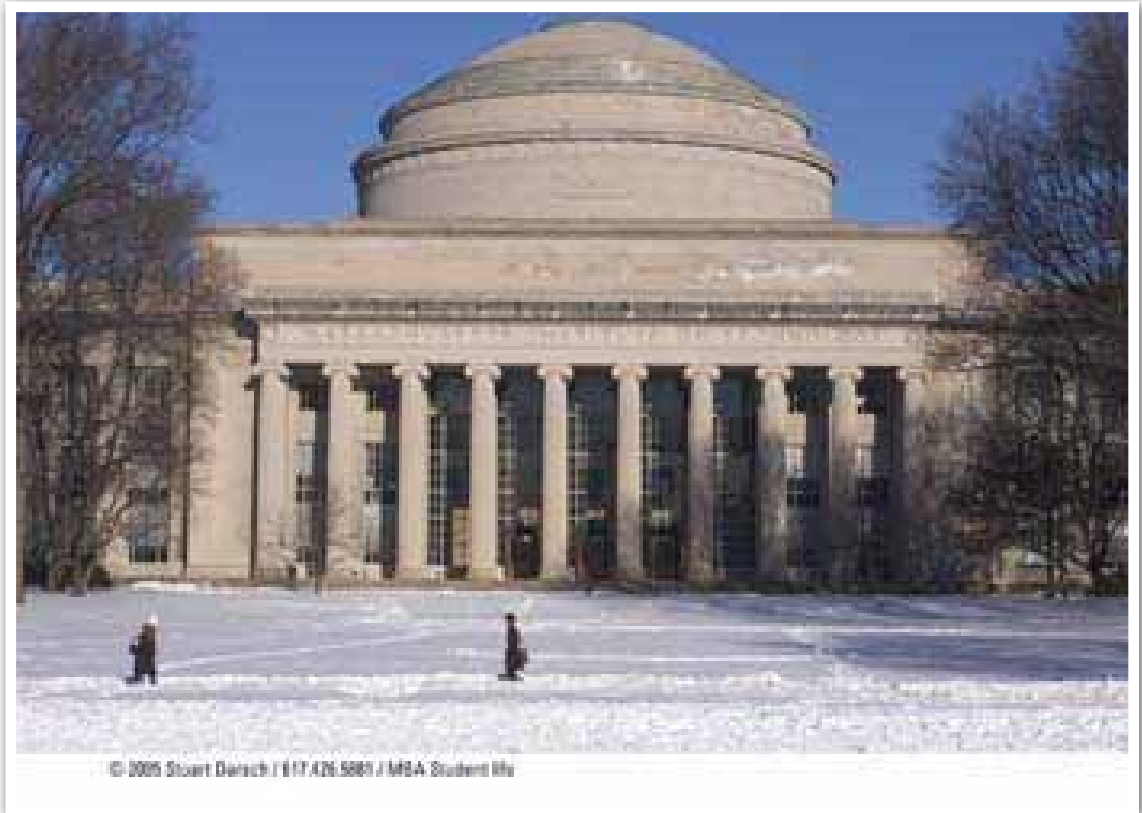
Against the vibrant backdrop of the cities of Boston and Cambridge, the [Massachusetts Institute of Technology](#) (MIT) campus buzzes and pulses with an energy all its own. MIT students learn from contemporary problem solving, and projects often involve searching for solutions for today's industrial and technologically-based problems. The fact that MIT is not only a land-grant university, but also a sea-grant and space-grant university is proof that MIT students are honored with opportunities to solve tomorrow's problems today.

One of the most outstanding things about the MIT experience is that it is inherently crossdisciplinary. Students enter MIT as one cohesive freshman class. They do not declare majors until the end of the freshman year, allowing students time to explore different areas of interest before committing to their majors. Even after a student enters a specific program, like the Sloan School of Management, they continue to receive interdisciplinary educations, taking courses in everything that MIT offers and interacting with faculty in all departments. The faculty also enjoy the interdisciplinary experience themselves.

## Cutting-edge education in Management Science

The Sloan School of Management's [S.B. in Management Science](#) undergraduate program teaches students advanced, complex problem solving skills for business leadership. This degree

focuses on the creation and implementation of complex systems. The S.B. (Bachelor of Science) in Management Science degree is interdisciplinary, combining courses in computer programming, logic, analysis, communications, and psychology, just to name a few. The idea is that students learn everything about how companies work, including how to anticipate employees'



*MIT was founded by William Barton Rogers in 1861 as a result of the Industrial Revolution.*

actions and reactions. Some of the top fields that graduates work in are Information Technology and Financial Services. The Sloan experience corresponds with that by working closely with China's Tsinghua University School of Economics and Management.

Students learn how to tackle the multifaceted problems faced in today's business world and how to plan for businesses of the future. Combined with a "no-boundaries" attitude toward invention and forward thinking, students find themselves inherently excited about new ideas and are often found problem-solving during their social interactions.



*MIT Sloan students learn complex problem solving skills.*

Director of Sloan Undergraduate Programs and Senior Lecturer, Jeff Meldman, Ph.D., attributes much of the school's success to the students. "One of the best things about MIT is the students -- they are extremely bright and enthusiastic." As always, enthusiasm is contagious. Dr. Meldman continues, "The students and faculty act as role models for each other, which is exciting and keeps us all fully engaged."

Degree requirements for the S.B. in Management Science include general institute requirements like calculus, physics, chemistry, and biology. Two science- and technology-restricted electives must also be completed, as well as one laboratory requirement.

The general institute requirements also necessitate eight courses in humanities, the arts, and social sciences. In addition to the general institute requirements, Sloan Management students must also complete 123 units (credit hours) in required subjects such as Statistical Thinking and Data Analysis. Top those off with another 36 to 48 units taken in restricted electives, such as Finance Theory, and there is no doubt that students receiving the S.B. in Management Science degree from the MIT Sloan School of Management are ready to excel in the business world of today and lead the business world of tomorrow.

*Nicole Bremer Nash*

## Key Information

**Address:** 77 Massachusetts Avenue Cambridge, MA 02139-4307

**Phone number:** 617.253.1000

**Fall 2009 admissions deadline:** November 1, 2008

**Admissions e-mail:** [admissions@mit.edu](mailto:admissions@mit.edu)

**Setting:** Urban

**Undergraduate student body:** 4,172

**Percentage of students who live on campus:** 70%

**Tuition (per year) 2007-2008:** \$34,986 (resident and nonresident)

# Pennsylvania State University

**P**ennsylvania State University is nestled among rolling mountains in State College, PA. This peaceful town, which is the country's least stressful city to live and work in, according to Psychology Today, is the perfect backdrop for students who are studying hard.

Penn State excels at giving students an education and undergraduate experience that will help them grow into industry leaders. Working closely with businesses and agencies outside the university gives students real-world experience from inside the classroom, and abundant internships allow students to get workplace experience while still in school. Dedicated faculty and specialized degrees offer students an unrivaled college experience.

## Smeal College of Business teaches personal and business excellence

Of Penn State's 35,000+ undergraduate students, less than 5,000 are enrolled at the Smeal College of Business. Smeal students learn from expert faculty and enjoy courses that are designed to teach them the skills and knowledge they need to meet their individual goals. Core values of integrity and honor are fundamental at Smeal, and students and faculty work together to ensure that everybody adheres to these values.

One program that draws students to the Smeal College of Business is the [B.S. in Management Information Systems](#) degree program. The Management Information Systems (MIS) program teaches students how to select, implement, and use technology in the business world.

For students who want to become entrepreneurs and create their own successful businesses, classes in enterprise resource planning, database systems, and Internet technology use are fundamental. Hands-on experience with business software systems is a crucial element of the MIS degree, as are problem-solving workshops with real-world businesses. Courses in system design and algorithmic programming give students the technical knowledge and experience to become integral parts of any company's technology solutions team.

Another Smeal program that pairs well with the MIS major is the [B.S. in Supply Chain and Information Systems](#). Many students double-major in the two, giving them a competitive edge in the world of business technology. The Supply Chain and Information Systems curriculum focuses on the technology needed to control and track the movement of goods between manufacturers and suppliers. Beginning with fundamental business processes, such as manufacturing and distribution, students follow business models through to the design and maintenance of supply chains and supply chain technologies.



*Smeal students learn from expert faculty*

“Companies recruit our graduates because they are well-educated, highly motivated, and experienced.”



*Professor Norman Aggon, Assistant Department Head and Instructor of Supply Chain Management, in the classroom.*

Assistant Department Head and Instructor of Supply Chain Management, Professor Norman Aggon attributes much of the program's success to the students themselves. "We have high-caliber, well-motivated students," says Professor Aggon. Motivated students want to learn, and Smeal offers opportunities of all sorts. Smeal's Office of Career and Corporate Services internships and co-op opportunities give students the experience and knowledge necessary to obtain high-level jobs.

The Department has its own Career Placement service that supports nearly 200 companies per year that recruit supply chain and information system and MIS graduates. Additionally, the Center for Supply Chain Research sponsors a two-day Supply Chain Career Fair twice a year, which connects students with approximately 90 employers. "Companies recruit our graduates because they are well-educated, highly motivated, and experienced," explains Professor Aggon.

Employers also know that Smeal's Supply Chain and Information Systems program uses the Supply-Chain Council approved SCOR(r) model. This means that the Department's curriculum is industry driven, giving students a competitive edge in the job market.

*Nicole Bremer Nash*

## Key Information

**Address:** 201 Old Main University Park, PA 16802

**Phone number:** 814.865.5471

**Fall 2009 admissions deadline:** November 30, 2008

**Admissions e-mail:** [admissions@psu.edu](mailto:admissions@psu.edu)

**Setting:** Urban

**Undergraduate student body:** 35,447 (main campus)

**Percentage of students who live on campus:** 40%

**Tuition (per year) 2008-2009:** \$14,226 (resident), \$26,020 (nonresident)

# Temple University

Located in Philadelphia, PA, [Temple University](#) teaches students more than just academics -- students gain experience and personal character development through Temple's many volunteer programs.

Temple boasts its own Habitat for Humanity chapter, in which students, faculty, and staff alike work to educate the greater community about poverty and housing deficiencies, and help Habitat for Humanity build houses for people in need. Temple students also gain hands-on, real-world experience through Temple's community outreach programs like the Diabetes Center for Excellence.

## Fox School of Business prepares MIS students for the real world

Temple University's Fox School of Business offers academic programs that lead to real-world success. Fox's [Bachelor of Business Administration \(BBA\) in Management Information Systems \(MIS\)](#) full-time program is one that students do not begin until either their sophomore or junior year. As a foundation of the B.B.A. MIS program, students learn how to recognize problems that businesses face and evaluate those problems for ways in which technology can help. They also learn how to evaluate new technologies for business applications. On the computer-programming side, many students learn how to create and write the best possible computer programs to resolve business needs. In addition, students gain real-world experience in communicating with management and technical staff.

By the second semester in the B.B.A. MIS program, students are already learning how to develop technical applications for businesses. Mandatory courses for the B.B.A. MIS include Business Process Analysis, Managing Global Information Systems, and at least one elective. Elective courses include Secrets of Web Marketing and Strategic Management of IT. Students may also complete an Independent Study or a Co-Op Experience to round out their education.



*The Temple community also helps students grow into world leaders and stewards by encouraging philanthropic community involvement.*

The B.B.A. MIS program requires that students complete interactive case studies, as well as hands-on projects using cutting-edge technologies. Alumnus Anthony Bubel, whose current job title is "Happiness Engineer" (he's a Support Engineer) for Attomattic, the company behind the blog-publishing platform WordPress, says the cornerstone of his undergraduate education was an independent study project. Bubel says, "The department really supported us through the entire project. Presenting to the Executive Advisory Board was a great payoff to our work."

The Institute for Business and Information Technology's Executive Advisory Board is very invested in the work that the students do. Advisory Board Chair Bruce Fadem says that working with

“ [The BBA MIS program] makes our graduates recession proof by teaching them higher-order skills that cannot be easily outsourced. ”

the students is one of the best experiences of being an Advisory Board member. “We are amazed at the imagination, creativity, and the ability to successfully obtain project goals that the students regularly present,” affirms Fadem. The Advisory Board is deeply engaged in curriculum enhancement as well.

“We have a very strong relationship with industry,” explains Executive Director for the Institute for Business and Information Technology, and Associate Professor, Munir Mandviwalla, Ph.D. “Our Institute for Business and Information Technology has a membership structure that allows sustained interaction with industry. This ensures that our program focuses on learning outcomes that industry leaders look for when hiring.”

Dr. Mandviwalla is a founding chairperson of the B.B.A. MIS program and is proud to be part of a program that “makes our graduates recession proof by teaching them higher-order skills that cannot be easily outsourced.” All of the B.B.A. MIS courses follow the theme of integration, including integration of systems and integration of business processes. Dr. Mandviwalla attributes much of the program’s success to “faculty who work on innovative and relevant research that allows them to remain deeply engaged with our industry members.” This engagement with industry helps faculty ensure that the skills students are learning will lead to long-lived careers.

Nearly 100 percent of MIS graduates already have jobs lined up at graduation, which is a real testimony to the program’s excellence. Companies hire individuals with B.B.A. MIS degrees for positions such as project managers and business analysts.

The faculty is also deeply engaged with students. Bubel attributes much of his undergraduate success to the department members. “The faculty is so unbelievably distinguished and is so willing to help with student development, from academics to professional development and even personal development.” Bubel tells current students that “getting engaged with, and to really know the faculty will help you tremendously. They are a resource not to be ignored.”

The MIS academic experience is bolstered by the Fox School’s Association of Management Information Systems (AIMS). This professional organization is comprised of students in the MIS program. The group offers students a support community with benefits such as tutoring, as well as a professional community, with programs involving guest speakers and practice exercises. A student enrolling in the B.B.A. MIS program will do well to connect with and join AIMS. It offers a competitive edge to the degree program.

*Nicole Bremer Nash*

## Key Information

**Address:** 1801 N. Broad Street, Philadelphia, PA 19122

**Phone number:** 215.204.7000

**Fall 2009 admissions deadline:** March 1, 2009

**Admissions e-mail:** [tuadm@temple.edu](mailto:tuadm@temple.edu)

**Setting:** Urban

**Undergraduate student body:** 22,306

**Percentage of students who live on campus:** 79% (freshmen) / 20% (undergrads)

**Tuition (per year) 2008-2009:** \$10,858 (resident), \$19,878 (nonresident) \* Tuition (per year) 2008-2009 for the Fox School of Business and Management: \$11,740 (resident), \$21,494 (nonresident)

# University of Arizona

Located in Tucson, Arizona's compelling natural beauty is the backdrop for the [University of Arizona](#), one of America's top research universities. From physics and astronomy to cutting-edge medical training and research into global warming using bristlecone pine trees, the University of Arizona has come a long way from its beginning as a school with little backing and direction.

## Eller offers specialized degrees

Breaking ground in the world of business and management is UA's Eller College of Management. With a focus on integration, research, and social responsibility, Eller students learn how to be business managers in a fast-paced environment.

Offering a Bachelor of Science in Business Administration (B.S.B.A.), [Eller's Management Information Science](#) (MIS) department has been

teaching students how to be industry leaders and foresee technology developments for four decades. This means that faculty have experienced, researched, and been responsible for developing and teaching new technologies, and have the background to teach students to do the same. "We have great researchers," explains Salter Professor and Head of the MIS department,

Paulo Goes, Ph.D. "What they do best is translate the research and experience to the classroom."

The MIS program integrates knowledge of business technology with the skills necessary to evaluate, administrate, and implement appropriate and new technology. Students in the MIS program not only learn how to evaluate and handle technology, but also learn how to help people within an organization acclimate and understand new machines and software. Dr. Goes explains, "What the students like best is learning how to apply the technology aspects to business solutions."

The four-year MIS program has students taking courses in the field usually in the first semester of their freshman year. MIS courses include Database Management Systems, Information Systems Analysis and Design, Human Resource Information Systems, and Models for Decision Support. The MIS program puts a lot of emphasis on independent study and internship experience,



*The University of Arizona is located amongst Tucson's natural beauty.*



Here is a photo of the MIS faculty from the fall 2007.

so students graduate with real-world, hands-on experience to prepare them for a fast-paced and complex industry.

Many MIS students choose to combine study in the MIS program with study in the [Operations Management \(OM\)](#) major to create a double major that expands their knowledge base and gives them an edge in the business world. OM concepts pertain to the use of effective, efficient technologies and methods, and can be applied not only to manufacturing but also to service providers.

Areas of study for the four-year OM major include process improvement, linear programming, and quality control. OM majors must also learn at least one computer programming language.

An MIS/OM double major necessitates only two additional course requirements, giving students who are willing to go the extra mile an enormous advantage over job competitors. The double major, combined with internship and independent study experience, ensures that graduates have a full understanding and knowledge of the issues that businesses face, and the most effective, efficient ways to apply technological solutions to industry problems.

Note about the admission process: In order for students to declare an MIS, OM, or MIS/OM double-major, they must also apply for Professional Program Admission.

*Nicole Bremer Nash*

## Key Information

**Address:** The University of Arizona Tucson AZ 85721

**Phone number:** 520.621.2211

Fall 2009 admissions deadline: **May 1, 2009**

Admissions e-mail: [admissions@arizona.edu](mailto:admissions@arizona.edu)

Setting: **Urban**

Undergraduate student body: **29,070**

**Percentage of students who live on campus:** 17% (freshman required beginning fall 2009)

**Tuition (per year) 2008-2009:** \$5,550 (resident), \$19,000 (nonresident)

# University of Illinois at Urbana-Champaign

Located approximately a two-hour drive south of Chicago in the sister cities of Champaign and Urbana, the University of Illinois blends a Big Ten education with a big-time IS program. Despite its relatively rural roots, the university is as technologically fast-paced as any of its urban counterparts. In fact, in 2008, PC Magazine named the University of Illinois as the nation's most wired college, specifically recognizing the school's high-tech academic offerings (such as data mining and parallel computing).

The University of Illinois has plenty to offer students from the Land of Lincoln and beyond. A lively campus, the Champaign campus rarely lacks action. Greek life is an integral piece of the campus environment as are the Fighting Illini athletic teams.

On the campus sits the National Center for Supercomputing Applications (NCSA), which contributes significantly to the global cyber infrastructure for science and engineering. The NCSA's reach has extended into various industries such as medicine, ecology, film, and music and includes the 1993 creation of NCSA Mosaic, a groundbreaking Web browser that streamlined the Web experience.

The presence on campus of such a cutting-edge technological organization sets a high precedent for the university's IS students to follow.

## An IS program that blends business and IT acumen

Two decades ago, the Information Systems program was little more than a specific concentration housed in the Department of Business Administration. As the IT world evolved, however, so too did the IS program, which now represents eight percent of all majors in the College of Business.

"It's really a boutique program within the College of Business," said Dr. Michael Shaw, Director of the Center for IT and e-Business.

Most students chasing the university's B.S. in Information Systems degree begin their college career with a steady dose of traditional business classes, namely accounting, economics, and operations. In their final semesters, students tackle a set of IS-focused courses, such as Database Design and Management, Systems Analysis and Design, and e-Business.



*In the shadow the Illini Union, students travel through the campus quad to attend classes.*

"We're a university known for our tech focus and [our IS program] remains in close contact with those tech roots and yet exists in the business college to understand how the technology and business can work hand-in-hand," Shaw said.

As Shaw and his IS program colleagues see it, industry has increasingly called for a blending of business and IT acumen. The program has worked to reflect that tech-business mix by attempting to provide students skills in business analytics and business analysis, including systems analysis and project management. The University of Illinois program also offers a pair of



*In October 2008, a pair of IT managers from Motorola visited the Champaign campus to talk with students in the IS program.*

specialized areas: IT Governance, as well as an in-depth look into the functions of a CIO.

“IT is moving into these areas heavily and so we’re responding with our curriculum,” Shaw said, speaking specifically of the governance and CIO areas. “We’re working hard to be at the forefront of interesting information program development, so that our students know how to use IT in a way that can enhance performance while achieving risk management and a good governance function.”

Todd Miller, a 1981 graduate of the university, says the IT program blends the quantitative and qualitative skill-building central to the achievement of the school’s world-renowned engineering program and has applied that rubric to the business world.

“That mix of qualitative and quantitative learning is a fundamental strength of the program and creates an environment of learning, particularly with respect to how IT fits into business.”

“That mix of qualitative and quantitative learning is a fundamental strength of the program and creates an environment of learning, particularly with respect to how IT fits into business,” said Miller, the founder, President, and COO of The Revere Group, an IT consulting group based in Chicago that now claims nine offices throughout the nation.

Miller says he has seen first-hand how the IT program reaches out to its alumni in an effort to be ahead of the industry curve. Shaw, in fact, turned to Miller just as businesses began investigating Web 2.0 and social networking as business tools, looking specifically into how the school could work such features into the curriculum.

One of the program’s defining characteristics remains its ties with industry throughout the state. From internship opportunities with Illinois-based companies such as Caterpillar and State Farm to regular presentations by working CIOs, the program seeks to expose its students to real-world conditions.

“We’re blessed to have those ties because it gives our student’s added insight into the industry and, frankly, makes them attractive hires,” Shaw said.

*Daniel Smith*

## Key Information

**Address:** 919 W Illinois St. Champaign, IL 61801

**Phone number:** 217.333.0302

**Fall 2009 admissions deadline:** November 1, 2008 (priority filing) / January 2, 2009 (application filing)

**Admissions e-mail:** [http://admissions.illinois.edu/contact\\_us.aspx?name=Illinois%20Admissions&id=admissions](http://admissions.illinois.edu/contact_us.aspx?name=Illinois%20Admissions&id=admissions)

**Setting:** Urban

**Undergraduate student body:** 32,895

**Percentage of students who live on campus:** 52%

**Tuition (per year) 2008-2009:** \$11,130 (resident), \$25,216 (nonresident)

# University of Maryland

A major public research institution located in the Baltimore-Washington, D.C. high-tech corridor, the University of Maryland benefits from its region's constant momentum. The school has forged strong alliances with the U.S. federal government, as well as a number of established corporations in the greater D.C. area. The university's status as a research institution puts it on the cutting edge of evolving industries, including the IT field.

## Preparing IS students to be effective leaders

Graduates from the IS program earn a B.S. in Information Systems under the banner of the university's Robert H. Smith School of Business, a school often recognized as one of the nation's top undergraduate business colleges, a fact evident when the school earned a top 20 ranking from U.S. News and World Report in 2008. The IS degree program maintains a clear focus on preparing students to be effective planners, users, and managers of information systems, with technology and faculty contributing heavily to the program's success.

As a research university, the IS program's faculty is filled with Ph.D. professors, who double as industry experts on the front line of the evolving field. Sixteen of the program's 17 faculty members hold a Ph.D. (the lone faculty member that doesn't hold a Ph.D. brings corporate CIO experience) and instruct classes containing 20-30 students. The faculty's research background comes in handy as students encounter instructors wise to the IT world's evolution and working to create state-of-the-art material for student use. Also having one of the nation's largest IS faculty groups gives the University of Maryland a distinct advantage, says IS Department Chairman and Professor Dr. Henry Lucas.

"We have faculty with experiences in a wide range of disciplines, so there's rarely something a student will encounter that one of our faculty won't have experience in," Lucas said.

On the technology front, the University of Maryland as a whole places strong emphasis on understanding the tech world's beat. All students in the Smith School of Business take a Management Issues in Technology course, which explores how technology continues to transform businesses and daily life. As students enter the IS program curriculum, they quickly encounter an introductory course that shows how information technology stands as the driving force in today's business world.

"We're eager to show students how technology has and will continue to transform industries big and small," Lucas said.

While an IS student's first year at the university follows a business school curriculum, a student's sophomore year begins to invite major courses. Like other accomplished IS programs, the core courses include instruction in database, programming, and systems analysis and design. Elective courses, meanwhile, cover



*The Testudo statue is a centerpiece of the campus. Students have been rubbing his nose for good luck since 1933.*



*The Robert H. Smith School of Business is one of nation's most lauded business colleges.*

such titles as project management, optimization, quality management, and telecommunications. Lucas describes the curriculum as one grounded in real-world practice with an eye on the future.

"We know that the key thing we need to do is help students learn how to solve problems. Some of the facts they learn today will change as the industry evolves, but if they can look at new technology and know how to apply it, they'll be positioned well for career success," Lucas said.

A capstone project course creates teams of students tackling a project for a local company. Incorporating the knowledge they've gleaned from all of their IS courses, students work cooperatively to develop a prototype system. The success of the capstone course is clear: For those students who haven't secured a full-time employment offer following an internship, their work in the capstone project typically leads to recruitment from major regional firms.

"The capstone course forces students to integrate their knowledge because the IT world, unlike the academic world, doesn't come neatly packaged in courses," Lucas said.

Though prospective 2009 grad Ann Squitieri has yet to encounter the applicable challenge presented in the capstone course, she nevertheless believes the IS program has done plenty to prepare her for the impending rigors of professional life. During a 2008 internship with UPS, she encountered numerous concepts that she recognized from previous classes and, most importantly, was able to apply those concepts to a real-world business problem.

"I'm grateful for the education I've received and just how relevant it has already been," Squitieri said. "My bosses and even co-workers [at UPS] were impressed that they would present a concept, and I was able to interpret it for them or explain it."

Outside of the IS classroom, many of the program's students join the Business and Information Technology Society (BITS). Run by a faculty advisor, BITS hosts corporate speakers and seeks to expose students to the diverse range of career paths they can pursue with their IS degree.

*Daniel Smith*

## Key Information

**Address:** College Park, MD 20742-5025

**Phone number:** 301.405.1000

**Fall 2009 admissions deadline:** November 1, 2008 (Part I), December 1, 2008 (Part II), January 20, 2009 (General Application, non-priority consideration)

**Admissions e-mail:** [um-admit@umd.edu](mailto:um-admit@umd.edu)

**Setting:** Urban

**Undergraduate student body:** 28,857

**Percentage of students who live on campus:** 41%

**Tuition (per year) 2008-2009:** \$8,004.90 (resident), \$23,076 (non-resident)

Virginia Tech's students inhabit a campus in Blacksburg, VA that is recognized for its natural beauty and student unity. The campus covers 2,600 acres and includes over 100 buildings and even an airport. Students rally around the school's accomplished Hokie athletic teams, namely the football program which is a fixture on the national scene. Also, Virginia Tech is routinely recognized as one of America's best public education values.

## What separates the IT program from other programs? Technology

At a school renowned for its engineering program and heavy on technology throughout its campus, Virginia Tech's [IT program](#), which earns students a B.S. in Business Information Technology under the university's Pamplin College of Business, doesn't shy away from a tech-oriented curriculum. In fact, Bernard Taylor, head of the Department of Business Information Technology, says his school's IT degree applies a pragmatic, market-oriented approach to its evolving curriculum, and technology cannot be ignored. Geared toward systems development, Taylor describes Virginia Tech's program as a cross between industrial engineering, computer science, and business.

"We're a step up on the technical continuum," said Taylor, who notes that most of the program's faculty hold Ph.D. degrees in engineering. "Because we're a technical school, our department has traditionally been focused on the tech aspect, which includes a heavy dose of math and how to model computer systems."

The IT program at Virginia Tech, which currently hosts approximately 270 degree-seeking undergrads, attracts students desiring a technical degree they can apply to the business world. It comes as no surprise then that many of the program's graduates move into consulting firms where a more technical background is often valued alongside business acumen. Taylor says the program does whatever it takes to stay on the cutting edge, from introducing new software to altering the curriculum to better meet current -- or even future -- industry requirements.

"We stay on the cutting edge of technology, so our students have the skills employers want. This way, the students will always be able to market themselves regardless of market conditions," said Taylor, who adds that the dot-com bust around the millennium justified the program's insistence on high technical standards.

In many ways, the IT program complements the university's renowned engineering programs: As recruiters enter the campus looking for talent among the engineering ranks, they often turn to Taylor's IT program as well to fill their company's needs in that niche field. The IT program, in fact, is the only degree that can rival the school's various engineering degrees in terms of average starting salary and on-campus interviews. "That says something about the desirability of our students," said Taylor, who arrived on the Virginia Tech campus in 1975.



*Located in the quaint town of Blacksburg, Virginia Tech hosts nearly 23,000 undergraduate students in addition to approximately 7,000 graduate students.*

Most IT students begin their coursework with a mix of traditional business courses, such as accounting and economics, alongside an intro to IS class. A sophomore year course in Java, meanwhile, sets the stage for students' work in subsequent years by providing the fundamentals of programming.

An IT student's junior year typically includes tech-oriented courses in Web development, project management, information security, systems development, supply chain management, and modeling. The senior year follows a two-semester sequence:

“ We stay on the cutting edge of technology, so our students have the skills employers want. ”



*The IT program at Virginia Tech remains one high on practical experience, including the ability to present and translate a technical project for a business audience.*

the first covering Web-based decision support systems and the second serving as a business analysis seminar in IT.

The senior courses, Taylor says, “are designed to be project and team oriented, providing realistic projects in developing computer systems much as if they were working for a consulting firm.”

During the fall 2008 senior capstone course, students established a non-profit organization to benefit the Virginia Tech Foundation called the Online Business Guidebook, which educates entrepreneurs on the practical steps to create a viable commercial enterprise. Graham Hudgins, one of the nine class members who founded the Online Business Guidebook and serves as its CFO, says the creation would not have been possible without the program’s focused, intensive curriculum.

“We learned all the tools we needed to get this project off the ground, particularly database technology for e-business, project management, and Web-based decision support systems,” said Hudgins, adding that the smaller fall semester class size allowed his team to create a tangible business rather than a hypothetical one.

Moreover, the nonprofit creation has served as a powerful tool for Hudgins to use in interviews with employers. “These employers want to see how well you can communicate and execute, and I’m able to show them with the Online Business Guidebook,” he said.

As students progress in their studies, they select one of two options reflecting their specific career objectives and interests: Decision Support Systems (which educates students in design, implementation, and use of computerized systems to support the decision makers in a given business) or Operations Management (which teaches students how to convert raw materials, labor, and capital into a final business and government service). During the course of their studies, IT students have the ability to utilize an extensive internship program within the Pamplin College of Business, a study abroad program, and a university co-op program, which alternates academic study with real-world experience throughout semesters.

*Daniel Smith*

## Key Information

**Address:** Blacksburg, VA 24061

**Phone number:** 540.231.6267

**Fall 2009 admissions deadline:** November 1, 2008 (early admissions), January 15, 2009

**Admissions e-mail:** [vtadmiss@vt.edu](mailto:vtadmiss@vt.edu)

**Setting:** Small town

**Undergraduate student body:** 22,987

**Percentage of students who live on campus:** 40% (freshman required)

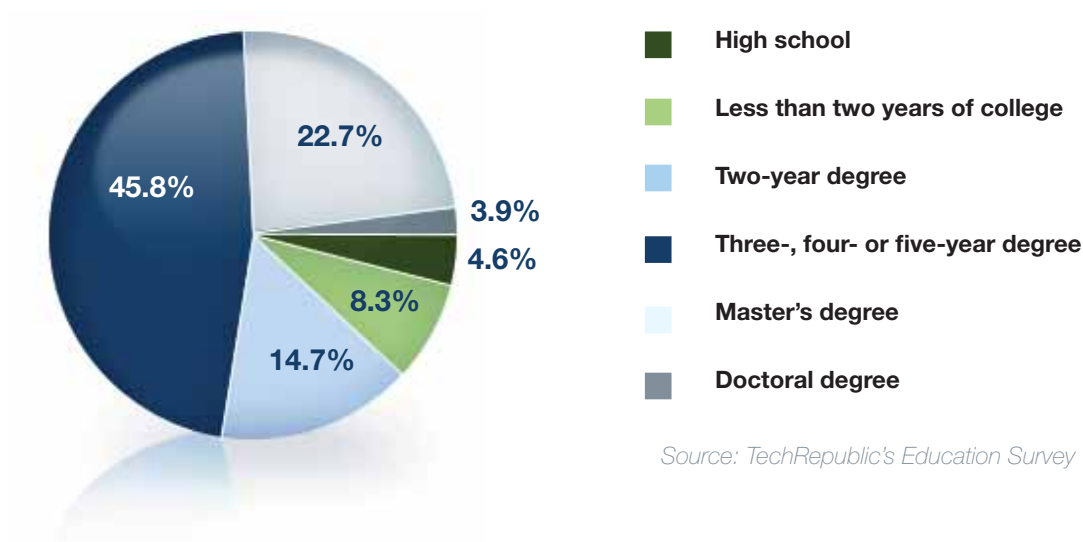
**Tuition (per year) 2008-2009:** \$6,332 (resident), \$18,789 (nonresident)

# Survey results: Educational background of working IT pros

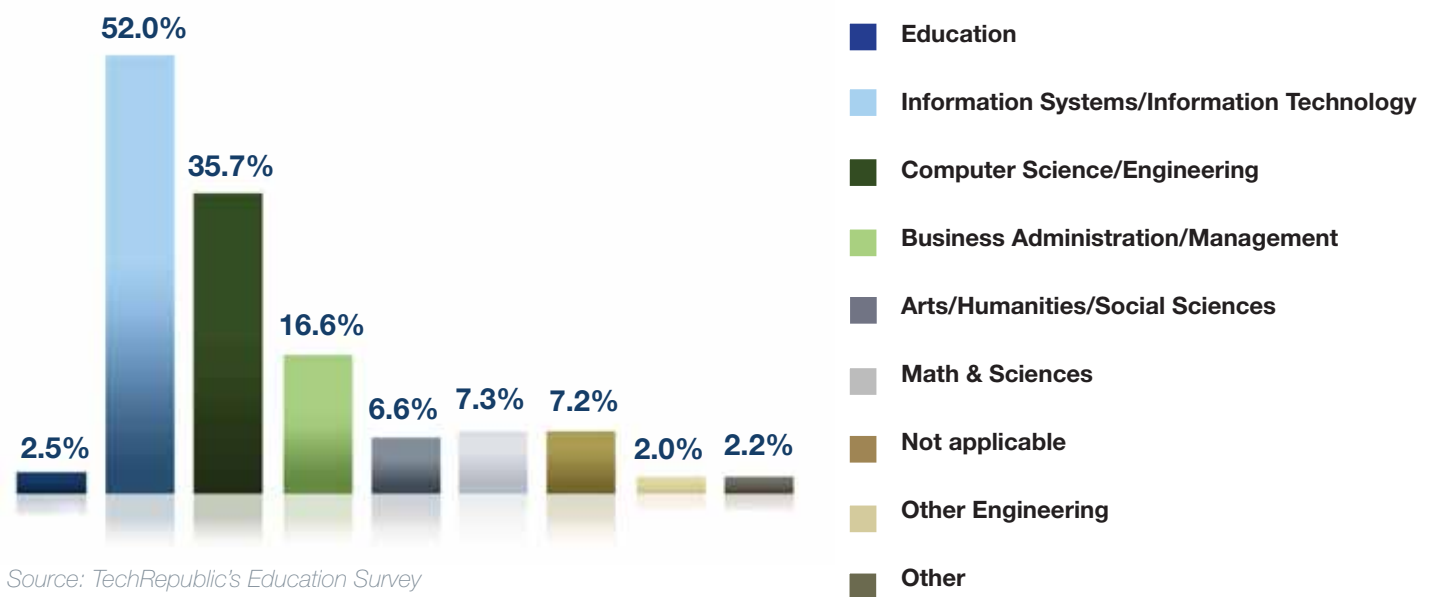
In October 2008, we surveyed 2,811 TechRepublic members to get a snapshot of their educational backgrounds. According to the results, TechRepublic members are a highly educated bunch who primarily earned degrees in technical fields. A majority say that their college education helped prepare them for real-world IT

work. And, even though more than half of IT managers surveyed say it's important for a candidate to have a degree, a greater number say they would extend a job offer to a candidate who doesn't have a degree -- as long as they have the right work experience for the position.

**Figure 1: What is the highest level of education that you have completed?**

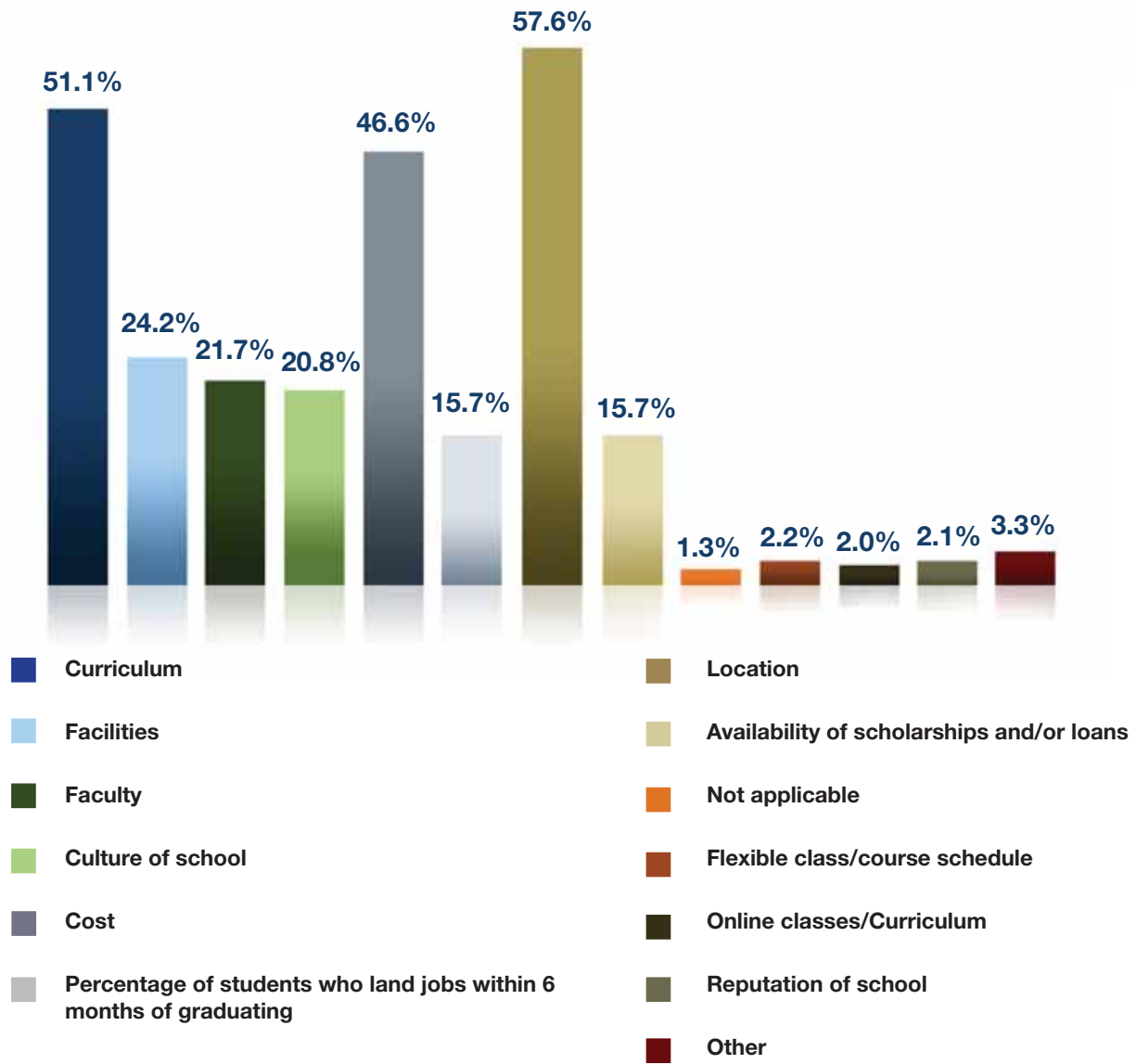


**Figure 2: If you have earned a degree, or are still working on completing one, what field is it in? (If you have multiple degrees, choose all that apply.)**





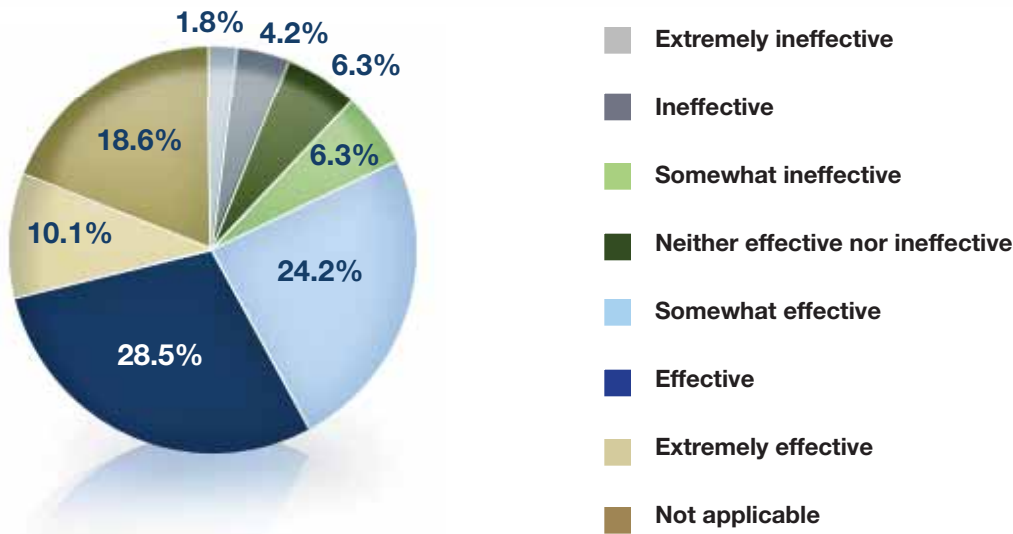
**Figure 3: If you attended college, or are still in college, what factors were most important in deciding which school to attend? (Choose all that apply.)**



Source: TechRepublic's Education Survey

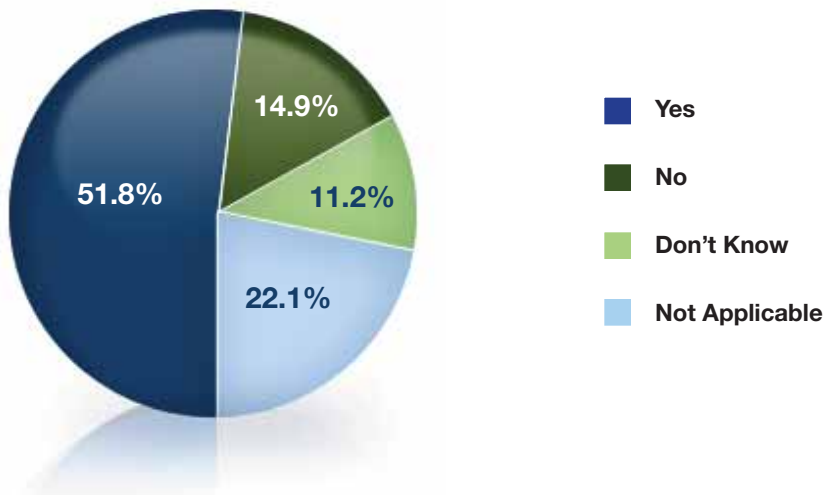


**Figure 4: If you have a technical degree (IS, IT, or CS), how effective was your college's program in preparing you for real-world IT work?**



Source: TechRepublic's Education Survey

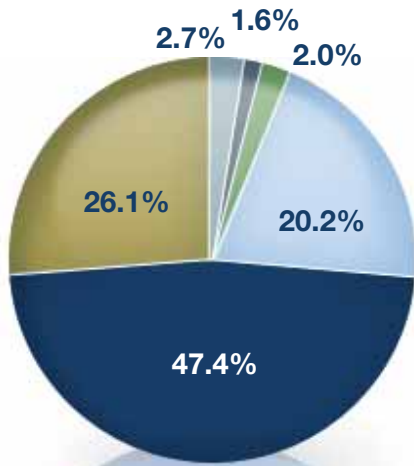
**Figure 5: If you have a technical degree (IS, IT, or CS), has your degree helped you get job offers?**



Source: TechRepublic's Education Survey



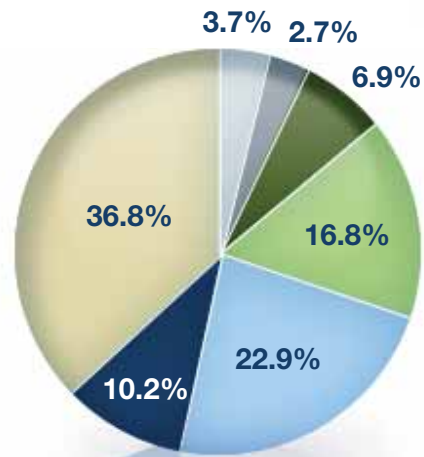
**Figure 6: How effective was your technical degree in helping you get job offers?**



- Extremely ineffective / Ineffective / Don't know
- Somewhat ineffective
- Neither effective nor ineffective
- Somewhat effective
- Effective
- Extremely effective

Source: TechRepublic's Education Survey

**Figure 7: If you're an IT manager, how important is it to you that an applicant has a degree?**

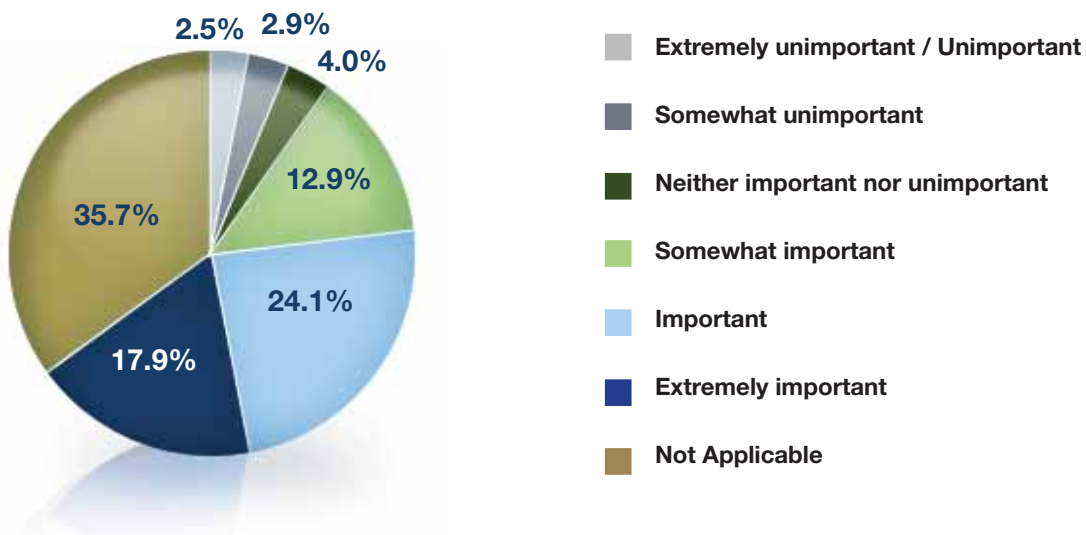


- Extremely unimportant / Unimportant
- Somewhat unimportant
- Neither important nor unimportant
- Somewhat important
- Important
- Extremely important
- Not Applicable

Source: TechRepublic's Education Survey



**Figure 8: If you're an IT manager, how likely are you to hire someone without a degree if they have work experience that uniquely qualifies them for the position?**



Source: TechRepublic's Education Survey

# Directory of other IS/IT undergraduate programs in the United States

The following is a listing of IS and/or IT undergraduate programs in the United States that primarily feature schools with an undergraduate enrollment of 10,000.

We strive to present as comprehensive of a list as possible, so if you would like your school's IS or IT undergraduate program featured when we update the directory, please send an e-mail to [mary.weilage@cbs.com](mailto:mary.weilage@cbs.com).

## Arizona State University

<http://wpcarey.asu.edu/undergraduate/business-degrees/computer-information-systems.cfm>

## Auburn University

<http://business.auburn.edu/ismn/undergraduate.php>

## Ball State University

<http://cms.bsu.edu/Academics/CollegesandDepartments/MillerCollegeofBusiness/MajorsProgramsDepts/Departments/ISOM/AcademicsandAdmissions/ProgramsofStudy/BachelorsDegreeinInformationSystems.aspx>

## Baruch College – The City University of New York (CUNY)

<http://zicklin.baruch.cuny.edu/programs/undergrad/degrees/cis.html/>

## Baylor University

<http://www.baylor.edu/business/mis/index.php?id=24671>

## Berkeley College

[http://www.berkeleycollege.edu/bachelors/Information\\_Systems\\_Management/INDEX.HTM](http://www.berkeleycollege.edu/bachelors/Information_Systems_Management/INDEX.HTM)

## Boise State University

[http://itscm.boisestate.edu/index.php?option=com\\_content&task=view&id=28&Itemid=91](http://itscm.boisestate.edu/index.php?option=com_content&task=view&id=28&Itemid=91)

## Boston College

<http://www.bc.edu/schools/csom/departments/information-systems/concentration.html>

## Boston University

<http://management.bu.edu/upo/curriculum/concentrations.html#mis>

<http://management.bu.edu/upo/curriculum/concentrations.html#om>

## Bowling Green State University

<http://go2.bgsu.edu/choose/academics/majors/?interest=MIS&freshman>

## Brigham Young University – Idaho

<http://www.byui.edu/CIT/#home>

## Brooklyn College – The City University of New York (CUNY)

[http://www.brooklyn.cuny.edu/courses/acad/program\\_info.jsp?major=030&div=U&dept\\_code=22&dept\\_id=109#030](http://www.brooklyn.cuny.edu/courses/acad/program_info.jsp?major=030&div=U&dept_code=22&dept_id=109#030)

[http://www.brooklyn.cuny.edu/courses/acad/program\\_info.jsp?major=037&div=U&dept\\_code=22&dept\\_id=109#037](http://www.brooklyn.cuny.edu/courses/acad/program_info.jsp?major=037&div=U&dept_code=22&dept_id=109#037)

## California Polytechnic State University-San Luis Obispo

<http://www.cob.calpoly.edu/undergradPrograms/is/index.html>

## California State Polytechnic University-Pomona

[http://cba.csupomona.edu/cis/cis\\_curriculum\\_page\\_1.aspx](http://cba.csupomona.edu/cis/cis_curriculum_page_1.aspx)

<http://www.csupomona.edu/~tom/>

## California State University Bakersfield

[http://bpa.csub.edu/index.cfm?fuseaction=page&page\\_id=6](http://bpa.csub.edu/index.cfm?fuseaction=page&page_id=6)

## California State University-Chico

<http://www.csuchico.edu/catalog/badm/BSISNONEUN.html#BSISMINSBS>

## California State University-East Bay

<http://www.csueastbay.edu/ecat/20072008/u-buad.html#section5>

## California State University, Fresno

<http://www.craig.csufresno.edu/isds/>

**California State University, Fullerton**

<http://business.fullerton.edu/Undergraduate/infosystems.htm>

**California State University-Long Beach**

<http://www.csulb.edu/colleges/cba/is/>

**California State University-Los Angeles**

<http://cbe.calstatela.edu/is/>

**California State University MCS**

<http://www.csuhayward.edu/ecat/20042005/u-buad.html#section5>

**California State University-Northridge**

<http://www.csun.edu/~hfact003/>

**California State University-Sacramento**

<http://www.cba.csus.edu/ubac/default.asp?txt=false&pageID=MIS>

**California State University-San Bernardino**

<http://ids.cbpa.csusb.edu/>

**Central Michigan University**

[http://www.cmich.edu/Admissions/Academic\\_Programs/Business\\_Administration/Management\\_Information\\_Systems.htm](http://www.cmich.edu/Admissions/Academic_Programs/Business_Administration/Management_Information_Systems.htm)

**Clemson University**

[http://www.cs.clemson.edu/SoC\\_FI07/undergrad\\_cis.shtml](http://www.cs.clemson.edu/SoC_FI07/undergrad_cis.shtml)

**Cleveland State University**

<http://www.csuohio.edu/business/academics/cis/ist.html>

**College of Charleston**

[http://www.cs.cofc.edu/BS\\_in\\_CIS.php](http://www.cs.cofc.edu/BS_in_CIS.php)

**Colorado State University**

<http://www.biz.colostate.edu/depts/CIS/ugrad.htm>

**Cornell University**

<http://www.infosci.cornell.edu/ugrad/isst.htm>

**DePaul University**

<http://kellstadt.depaul.edu/Programs/MBAPrograms/Concentrations/MIS.asp>

**Drexel University**

<http://www.drexel.edu/catalog/UG/lebow/mis-index.htm>

**East Carolina University**

<http://www.ecu.edu/cs-bus/decisionosciences.cfm>

**Eastern Michigan University**

<http://www.cob.emich.edu/include/templatesubpage.cfm?id=1041>

**Florida International University**

<http://www.cis.fiu.edu/>

**Florida State University**

<http://ci.fsu.edu/undergraduate/it.asp>

**Fordham University**

<http://www.cis.fordham.edu/undergraduate.html>

**Georgia Institute of Technology-Main Campus**

<http://mgt.gatech.edu/programs/under/tm/index.html>

**George Mason University**

<http://ait.gmu.edu/itmajors/itmajors.htm>

**The George Washington University**

<http://www.cs.gwu.edu/academics/undergraduate/csia.html>

**Georgetown University**

<http://www12.georgetown.edu/undergrad/bulletin/msb.html>

**Georgia Southern University**

<http://cit.georgiasouthern.edu/is/>

**Georgia State University**

<http://www2.cis.gsu.edu/cis/program/bbaxis.asp>

**Hofstra University**

<http://www.hofstra.edu/Academics/Colleges/Zarb/BCIS/index.html>

**Idaho State University**

[http://cob.isu.edu/Default.aspx?section=Programs\\_and\\_Departments\\_CIS](http://cob.isu.edu/Default.aspx?section=Programs_and_Departments_CIS)

**Illinois State University**

[http://www.cast.ilstu.edu/itk/undergraduate/programs/information\\_systems.shtml](http://www.cast.ilstu.edu/itk/undergraduate/programs/information_systems.shtml)

[http://www.cast.ilstu.edu/itk/undergraduate/programs/telecom\\_management.shtml](http://www.cast.ilstu.edu/itk/undergraduate/programs/telecom_management.shtml)

**Indiana State University**

<http://www.indstate.edu/asbe/>

**Indiana University – Bloomington**

<http://www.kelley.iu.edu/ODT/Undergraduate/DegreeRequirements/page10995.html>

**Indiana University-Purdue University-Indianapolis**

<http://www.tech.purdue.edu/cit/>

**Iowa State University**

<http://www.business.iastate.edu/undergraduate/mis>

**Johns Hopkins University**

<http://carey.jhu.edu/itsprograms/>

**Kansas State University**

<http://www.cis.ksu.edu/programs/undergrad>

**Kent State University**

<http://business.kent.edu/dept/mis/>

**Louisiana State University**

<http://bus.lsu.edu/isds/programs/ugprograms.asp>

**Loyola University|**

[http://www.luc.edu/sba/information\\_systems\\_courses.shtml](http://www.luc.edu/sba/information_systems_courses.shtml)

<http://www.cs.luc.edu/academics/undergraduate/bsit>

<http://www.cs.luc.edu/academics/undergraduate/bsit>

**Marquette University**

<http://www.busadm.mu.edu/undergraduate/academics/it/>

**Marshall University**

<http://www.marshall.edu/www/ugadmiss/programs.asp>

**Miami University-Oxford**

<http://www.fsb.muohio.edu/prospective-students/undergraduate/majors#mis>

**Michigan State University**

<http://www.bus.msu.edu/undergrad/its.html>

**Minnesota State University-Mankato**

<http://cob.mnsu.edu/mgmt/coursedesc.html>

**Mississippi State University**

<http://misweb.cbi.msstate.edu/~COBI/faculty/departments/main-page.shtml?BIS>

**New Mexico State University-Main Campus**

<http://business.nmsu.edu/~is/>

**New York University: Polytechnic Institute**

<http://www.poly.edu/admissions/undergrad/academics/majors/btm.php>

**North Carolina State University at Raleigh**

[http://mgt.ncsu.edu/undergraduate/current/BusMgt\\_undergrad/IS\\_IT\\_concentration.php](http://mgt.ncsu.edu/undergraduate/current/BusMgt_undergrad/IS_IT_concentration.php)

**North Dakota State University-Main Campus**

<http://www.ndsu.edu/ndsu/academic/factsheets/bus/mis.shtml>

**Northeastern University**

<http://www.cba.neu.edu/ugrad/index.cfm?page=122&nav=34#mis>

**Northern Arizona University**

<http://www.franke.nau.edu/DegreePrograms/Undergrad/Cis/>

**Northern Illinois University**

[http://www.cob.niu.edu/omis/degrees\\_bs.asp](http://www.cob.niu.edu/omis/degrees_bs.asp)

**Northwestern University**

<http://www.northeastern.edu/choosecba/programs/mis.html>

**Oakland University**

[http://www.sba.oakland.edu/dis/teaching/programs/ug\\_mis/](http://www.sba.oakland.edu/dis/teaching/programs/ug_mis/)

**Ohio University**

<http://www.cob.ohio.edu/cms.aspx?cid=1714>

**Ohio State University**

<http://fisher.osu.edu/prospective/undergraduate/our-program/specializations/>

**Oklahoma State University-Main Campus**

<http://spears.okstate.edu/msis/degrees/undergrad>

**Old Dominion University**

<http://bpa.odu.edu/it/index.shtml>

**Oregon State University**

<http://www.bus.oregonstate.edu/prospective/options/infomanage.htm>

**Pace University**

[http://www.pace.edu/academic\\_psearch/display\\_program.cfm?Section=Curriculum&School=SCS&Cred=BS&Maj=ITG&Location=NYC](http://www.pace.edu/academic_psearch/display_program.cfm?Section=Curriculum&School=SCS&Cred=BS&Maj=ITG&Location=NYC)

**Portland State University**

[http://www.pdx.edu/sba/information\\_systems.html](http://www.pdx.edu/sba/information_systems.html)

**Purdue University-Main Campus**

<http://www.tech.purdue.edu/cit/>

**Rochester Institute of Technology**

<http://saunders.rit.edu/undergraduate/mis/>

**Rutgers University**

Camden: <http://camden-sbc.rutgers.edu/ProspectiveStudent/ugrad/management.htm>

Newark: <http://business.rutgers.edu/default.aspx?id=227>

New Brunswick: <http://business.rutgers.edu/default.aspx?id=262>

**San Diego State University**

<http://arweb.sdsu.edu/es/admissions/ab/ids.htm>

**San Francisco State University**

<http://cob.sfsu.edu/cob/undergraduate-programs/overview.cfm>

**San Jose State University**

<http://www.cob.sjsu.edu/mis/>

**Stanford University**

<http://www.stanford.edu/dept/MSandE/academics/bs.html>

**St. Petersburg College**

<http://www.spcollege.edu/bachelors/techm.php?program=techm>

**Syracuse University**

<http://ischool.syr.edu/academics/undergraduate/bsmt/index.aspx>

**Texas A&M University**

[http://mays.tamu.edu/depts/info/Info\\_BBA.html](http://mays.tamu.edu/depts/info/Info_BBA.html)

**University at Albany - SUNY**

[http://www.albany.edu/business/undergraduate/ug\\_mis\\_con.html](http://www.albany.edu/business/undergraduate/ug_mis_con.html)

**University at Buffalo – SUNY**

<http://mgt.buffalo.edu/home/programs/undergrad/curriculum/mis>

**University of Arkansas**

<http://waltoncollege.uark.edu/ISYS/default.asp>

**University of Colorado at Boulder**

[http://leeds.colorado.edu/Academic\\_Programs/interior.aspx?id=386](http://leeds.colorado.edu/Academic_Programs/interior.aspx?id=386)

**University of Florida**

<http://www.registrar.ufl.edu/catalog/programs/majors/dis.html>

**University of Georgia**

[http://www.terry.uga.edu/mis/programs/undergraduate\\_about.html](http://www.terry.uga.edu/mis/programs/undergraduate_about.html)

**University of Iowa**

<http://www.biz.uiowa.edu/upo/programs/MIS/>

**University of Kentucky**

<http://gatton.uky.edu/Undergraduates/ACASEAMProgram.html>

**University of Louisville**

<http://business.louisville.edu/content/view/104/114/>

**University of Miami**

<http://www6.miami.edu/umbulletin/und/bus/cis.htm>

**University of Minnesota – Twin Cities**

<http://onestop2.umn.edu/programCatalog/viewCatalogProgram.do?programID=163&strm=1069>

**University of North Carolina – Chapel Hill**

<http://sils.unc.edu/programs/bsis/index.html>

**University of Notre Dame**

[http://www.nd.edu/%7Emgtdept/020725/academics/itm\\_curriculum.html](http://www.nd.edu/%7Emgtdept/020725/academics/itm_curriculum.html)

**University of Pennsylvania**

<http://undergrad.wharton.upenn.edu/concentrations/opim.cfm>

**University of South Carolina**

<http://mooreschool.sc.edu/moore/mgsc/mgsc-ungradprog.htm>

**University of Southern California**

<http://www.marshall.usc.edu/undergradprograms/degrees/senior-concentration.htm>

**University of Texas - Austin**

<http://www.mcombs.utexas.edu/dept/irom/bba/>

**University of Washington**

<http://www.ischool.washington.edu/informatics/default.aspx>

**University of Wisconsin – Madison**

<http://www.bus.wisc.edu/undergrad/majors/infosys.asp>

<http://www.bus.wisc.edu/undergrad/majors/otm.asp>

**Villanova University**

<http://www.villanova.edu/business/undergrad/curriculum/major.htm#mis>

