

Graduate Information Programs and Accreditation: Landscape Survey and Analysis

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Executive Summary

This report summarizes the findings and recommendations of an information gathering and analysis project carried out to support ASIS&T's development of an accreditation program for information professional graduate programs.

A. Key Findings

- Analysis of the data revealed the existence of approximately 900 distinct information-related master's degrees offered across 468 institutions, 30% of which have programs in two or more academic units. Some of these are designated as majors, while others are considered concentrations within a major. A total of 220 distinct majors or concentration areas were found in 500 academic units.
- Slightly more than one third of the programs are located in four core disciplinary domains: engineering, computer science, information science, and applied information science/informatics. These four domains overlap on a spectrum that ranges from infrastructure development, such as computer hardware, networks, and software engineering, to the application of information systems to other academic disciplines and professional fields.
- Of the remaining programs, fully half were found within the business domain. The remainder are mostly distributed among biological and health science, library science, public administration, communications, and education.
- 60% of programs have majors or concentrations in the four categories
 - Information systems
 - Informatics
 - Information technology
 - Information science
- Information schools belonging to the iCaucus average approximately 300-350 FTE master's degree students in their programs and maintain an average faculty to student ratio of about 1:11.
- Accrediting agencies are substantively similar in their accrediting processes; they differ in their scope, level of prescription, and purpose.
- The general trend in higher education accreditation is toward increasing focus on flexible mission-based evaluation and student learning, and away from high standardization and federal authority.
- Many professional certification programs may perform a function similar to accreditation in establishing legitimacy, accountability, consistency, or quality assurance for professional programs.

B. Key Recommendations

- Define the scope of ASIS&T's intended domain by identifying programs based on their location along the computer→information science disciplinary spectrum.
- Explore the prospect of focusing on domain-specific programs, especially business programs. Business programs are numerous and could benefit from information accreditation to help distinguish them in a crowded field.
- Clarify the need for and purpose of a new information professional accreditation agency. Establish that the proliferation of information programs poses a problem of legitimacy, accountability, consistency, or quality assurance within the information field, and that a new accreditation agency will remedy this problem.
- Complement existing information professional accreditation agencies and processes. Work in close cooperation with graduate programs to determine their perceived need for accreditation and to set standards for evaluation.
- Determine whether accreditation will provide
 - supplemental accreditation for already accredited programs,
 - more appropriate accreditation so that already accredited programs will change their accreditation agency, or
 - missing accreditation for currently unaccredited programs.

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Introduction

At the 2007 meeting of the American Society for Information Science and Technology, incoming President Nancy Roderer announced that her term would focus on the concept of the information professional and called for ASIS&T to serve as the catalyst for the development of a new accreditation process for information professional graduate programs. This announcement built upon a white paper developed by the ASIS&T Task Force on Information Professionals, which proposed that ASIS&T act as “a catalyst for shared activity across information professional programs, specifically for the development of an accreditation program” (ASIS&T 2007).

To continue the work of the task force, ASIS&T issued a request for proposals (RFP) for accreditation information gathering and analysis. In response to that request, this report investigates the following areas of information professional graduate education and accreditation landscape:

- Graduate information programs
- Relevant accreditation agencies
- Accreditation trends

The RFP also requested analysis of the information professional workforce and projected needs. However, the forthcoming study, *The Future of Librarians in the Workforce*, prepared for the IMLS by Jose-Maria Griffiths and Don King will address this question in greater detail than would have been possible given the time constraints of this project. The Griffiths/King report will be forthcoming in September.

The intent of this report is to provide a starting point and recommendations for ASIS&T’s development of an accreditation program for information professional programs. Support for this initiative, and the funding for this research, is provided by the Council on Library and Information Resources.

Scope and Limitations

We have limited our data gathering to information master’s degree programs. Because information is a broad concept that cuts across many academic disciplines, defining the boundaries of our investigation was challenging. For the purposes of this report, we used the terms *information*, *informatics*, *human-computer interaction*, or *knowledge management* as the principal indicators that a program was information-focused; we searched for and included programs that used these words within the title of the program major or concentration.¹

The data collected through this process is representative but not exhaustive. Programs may not be included in this analysis because the project deadline did not allow sufficient time to consult every possible source of program data. In addition, we may have overlooked information programs that did not include the terms we identified as the basis of our analysis. Finally, we

¹ We included some programs that were information-focused, despite not having these terms in the program title, such as programs in e-business or systems development.

excluded librarianship programs that lacked an information science focus, such as Azusa Pacific University's Program in School Librarianship.

I. Graduate Information Program Landscape

Master's level programs in information-related fields can be found in major universities, smaller public and private colleges, technical schools, and proprietary institutions. We found approximately 900 distinct information-related master's degrees offered across 468 institutions, 30% of which have programs in two or more academic units. Some of these are designated as majors, while others are considered concentrations within a major. A total of 220 distinct majors or concentration areas were found in 500 academic units.

Slightly more than one third of the programs are located in four core disciplinary domains: engineering, computer science, information science, and applied information science/informatics. These four domains overlap on a spectrum that ranges from infrastructure development, such as computer hardware, networks, and software engineering, to the application of information systems to other academic disciplines and professional fields.

Of the remaining programs, fully half were found within the business domain. Business schools have come under some criticism recently as the number of MBA programs has exploded across the academy. Lack of academic rigor in teaching and research, grade inflation, and the relatively small impact of MBAs on the wages of program graduates have caused some to be skeptical of the value of pursuing graduate business education (Pfeffer, 2002). This may create an opportunity for ASIS&T to create value by helping institutions distinguish their programs in a crowded field.

Of the 220 majors or concentration areas, the most frequent are

- Information Systems (93)
- Management Information Systems (93)
- Information Technology (57)
- Bioinformatics (51)
- Library and Information Science (43)

Differences in the curriculum of programs of similar concentrations are slight, and can mostly be attributed to the relative emphasis on technology.

A. Methodology

We relied primarily upon the 2008 *Peterson's Graduate and Professional Programs* guides to determine the number, variety, and location of information degree programs in the United States and Canada. *Peterson's* includes institutions that have full accreditation or are candidates for accreditation by an institutional or specialized accrediting body recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA). Programs listed in *Peterson's* are collected through the *Peterson's Annual Survey of Graduate and Professional Institutions*, which is sent each spring to more than 2,200 postbaccalaureate degree-granting institutions.

Peterson's includes 491 fields divided into six volumes of which the following sections were reviewed and culled for these information programs:

- Communication—General
- Public Administration
- Public Affairs
- Public Policy
- Computer Science and Information Technology, including:
 - Bioinformatics
 - Computer and Information Systems Security
 - Computer Science
 - Health Informatics
 - Human-Computer Interaction
 - Information Science
 - Medical Informatics
 - Systems Science
- Management of Technology
- Management Information Systems
- Nursing Informatics
- Programs in Library and Information Studies

From these sections, we recorded the institution name, administrative unit as reported, the degree offered, and the exact title of the degree major or concentration area for programs containing the words *information*, *informatics*, *human-computer interaction*, or *knowledge management* in the description, as well as others that seemed related to the information field. We exercised considerable judgment in selecting programs for inclusion in this study, especially in the overlapping fields of computer science and information technology. In cases where no mention of information was made in the program major or concentration area, programs were usually excluded from the analysis.

Although some of the programs excluded in this phase may have been information related, a small sampling showed that most were not.² We determined that excluding these marginally-related programs would better ensure that the programs under discussion were relevant to ASIS&T's area of interest. Advanced certificates and doctoral programs were beyond the scope of this study. Additionally, a number of institutions were excluded because while they have information-related doctoral programs, they do not offer master's degrees.³

Every attempt was made to ensure the consistency and reliability of data used for this subject; however, because of variations in the way institutions reported their programs and administrative structure, all analysis included in this section should be considered as approximations or trends.

² Examples of excluded programs include computer systems and/or science, software engineering, telecommunications, and artificial intelligence.

³ E.g., Cornell University Department of Computer and Information Science has an Information Science PhD only program.

B. Analysis

Analysis of the data revealed the existence of approximately 900 distinct information-related master's degrees offered across 468 institutions, 30% of which had programs in two or more academic units.⁴ Some of these were designated as majors, while others were considered concentrations within a major. A total of 220 distinct majors or concentration areas were found in 500 academic units.⁵

This section examines these findings in detail in terms of:

- the location of programs in the academic administrative hierarchy;
- incorporation into academic disciplines; and
- program type.

1. Academic Units

Academic institutions vary considerably in the way they are administratively organized. Large universities often structure their graduate education within a *graduate school* whose responsibility it is to review existing and proposed programs, manage interdisciplinary programs, and in some cases confer the graduate degree. Graduate schools may or may not have their own facilities, faculty, or budget (ACE, 2001).

In large research institutions, the faculty teaching in graduate programs or guiding graduate research are usually members of separate administrative units known as *colleges* or *schools*; Canadian institutions also use the term *faculty* to designate this level unit. Colleges and schools are usually headed by a dean and are often further divided into smaller *departments*, which are in turn parsed into *divisions*, *centers*, *units*, or *programs*. These smaller units are usually headed by an *assistant* or *associate dean* or a *chair*.

We attempted to discern at what level in the administrative structure information programs were located. There was no consistency in how programs were reported, or whether programs within graduate schools were associated with specific academic units outside the graduate school. Further complicating our attempt to determine the administrative level of units was the large number of umbrella schools, such as Arts and Sciences, reporting the existence of information programs. Many of these also listed dependent departments or divisions.

Because there was no precise way to determine from the data which units were autonomous, we analyzed the schools based on their reported administrative

Table 1: Academic units

Highest Administrative Unit	Count of majors
School	444
College	312
Program	87
Faculty	23
Department	20
Division	7
Center	7
Institute	2

⁴ E.g., Boston University has information programs in their School of Arts and Sciences (Bioinformatics and GIS), Department of Computer Science (Computer Information Systems), and in the School of Business (Information Systems).

⁵ For the purposes of this study, no distinction was made between concentrations and majors.

structure and used the words *school, college, or faculty* at their highest administrative level to designate free standing units, while those designated with the words *department, division, program* or *graduate school* with no other unit information were considered as under the umbrella of the graduate school structure. Based on this definition, we found information programs spread across over 500 distinct academic units. Of these,

- 86% were associated with a school, college, or faculty within the institutional administrative structure;
- 5% gave their highest administrative unit as a department, division, center, or institute;
- 10% provided no academic unit designation; these were for the most part smaller colleges with a limited number of graduate programs.

While it is evident that these academic units represent meaningful divisions within larger universities, it is less clear whether the use of *school* or *college* in describing academic units in small institutions implies the same relative autonomy.⁶

2. Disciplinary Areas of Schools and Colleges

Information-related programs can be found across the spectrum of traditional academic disciplines. Of the 900 programs we identified, about 350 are within academic units specifically concerned with computer technology, including

- engineering,
- computer science, and
- information science.

Information science or informatics programs were also found distributed among other academic disciplines in the arts, humanities, social sciences, and natural sciences, especially biology and geology, as well as the applied or professional disciplines, especially business and medicine. We found a small number of information programs in communication, education, and public administration.

Figure 1 attempts to show the relationships between the major disciplinary areas where information programs were found. The four overlapping circles represent the four core disciplines in which information programs were found (engineering, computer science, information science, and applied information science/informatics). The rectangles along the edges of the diagram represent external disciplines in which information-focused programs were often found. For example, many information programs were found in business schools, although business is not traditionally conceived of as an information discipline.

Places of overlap between shapes in the diagram represent the most frequent disciplinary combinations in the academic units housing information programs. Lines connecting shapes in the diagram represent less frequent disciplinary combinations. For example, we found many schools or departments named with such combinations as *Computer and Information Science* or

⁶ The private, for-profit American Intercontinental University, for example, claims a School of Business, but does not provide any evidence, such as a leadership structure, that it is a functioning administrative unit.

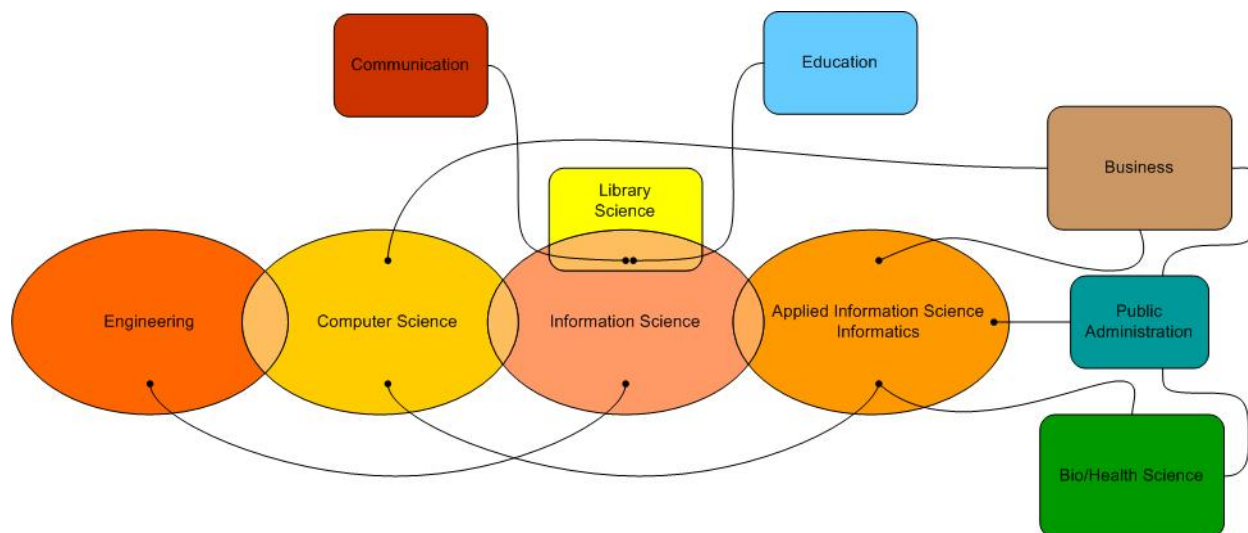


Figure 1: Map of major disciplinary areas by institutional structure

Library and Information Science. We found a smaller number of schools or departments named with such combinations as *Engineering and Information Science* or *Biological/Health Informatics*.

The Computer→Information Spectrum

Our overall impression of the location of information programs in academic units is similar to the *logic of information disciplines* proposed by Bates (2007), who argued that information science is one of three orthogonal or meta-disciplines that span the spectrum of traditional academic disciplines.⁷ This approach to understanding the positioning of information disciplines was useful in conceptualizing the relationship of information programs in the professional disciplines. However, we found that in practice, the four core disciplines (engineering, computer science, information science, and applied information science/informatics) frequently overlap and are perhaps more closely related to each other than the perpendicular relationship proposed by Bates implies.

As ASIS&T identifies disciplinary areas or entities likely to be receptive to accreditation, it may be useful to think of computer science as another meta-discipline that shares considerable territory with information science. As with information science, computer science is concerned with deploying technology to manage information and solve human problems; the differences we observed in their respective academic units and programs had to do with a greater emphasis on infrastructure development in computer science, as opposed to application development and use in information science. Coupled with ASIST's disciplinary triumvirate of people, information, and technology, the relationship between computer science and information can be conceptualized as a spectrum, anchored by the professional disciplines of engineering on one end and informatics on the other (Figure 2).

⁷ The other meta-disciplines are communication/journalism and education.

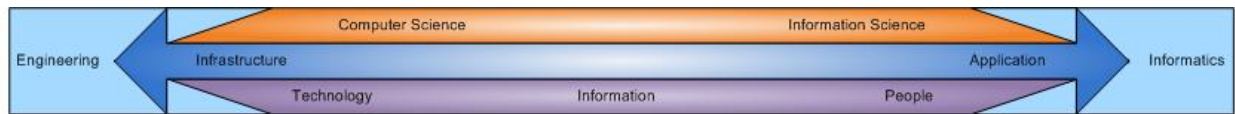


Figure 2: Computer science/information science disciplinary spectrum

The left side of the spectrum represents an emphasis on infrastructure development, such as computer hardware, networks, and software engineering, and as the fields move to the right on the spectrum, they become increasingly focused on the application of information systems to other academic disciplines and professional fields.

This spectrum may be a useful way to think about where ASIS&T could draw boundaries between information science and computer science. It may also prove useful in identifying the relevant range over which programs in other disciplines might intersect with information science and in conceptualizing the relationship between information science and librarianship—we would suggest that librarianship intersects the area where information science meets informatics.

Business Schools

With nearly the number of information-related programs discussed above, business schools are a formidable presence in the information world. Our search of *Peterson's* yielded over 250 graduate business programs with an information concentration in 200 institutions, although we believe this may underestimate the true size of the business/information universe.⁸

While many business schools incorporate some aspects of computer science into their programs, MBA programs with concentrations in management information systems account for the bulk of information-related programs in this discipline (towards the right side of the spectrum in Figure 2). For the most part, these programs concentrate on the selection, design, management, and use of information systems for decision-making, resource management, and project management; many also incorporate information architecture and knowledge management into their curricula.

Not all MBA programs were found within business schools. Many smaller or adult focused institutions offer MBA programs with an information focus through a graduate school or as stand-alone programs.

Business schools have come under some criticism recently as the number of MBA programs has exploded across the academy. Lack of academic rigor in teaching and research, grade inflation, and the relatively small impact of MBAs on the wages of program graduates have caused some to be skeptical of the value of pursuing graduate business education (Pfeffer, 2002). This may be an opportunity for ASIS&T to create value by helping institutions distinguish their programs in a crowded field.

⁸ A late search of the *Business Week* database for full-time MBA programs in Management Information Systems yielded 117 institutions, some of which did not appear in *Peterson's*.

Medical or Nursing Schools

Biomedical and health informatics have become a major focus in schools of medicine, nursing, and health sciences, especially since genomic research has demonstrated the importance of informatics in biomedical research (Emanuel, 2006).

Some informatics programs in these schools touch on the technical infrastructure of information systems, but most instead combine disciplinary-specific courses with courses on the management and use of information and information systems. In this way, biomedical and health informatics programs are structurally similar to MBA programs with a focus on management information systems. This is especially true in the case of health or nursing informatics.

Given the increased focus on evidence-based health care, patient record portability and management, and genomic research, it would be reasonable to assume that the numbers of these types of programs housed in medical or nursing schools will increase in the foreseeable future. In addition, the International Medical Informatics Association has recently issued recommendations on education in health and medical informatics, signaling a need for assessment of program curricula (Huang, 2007).⁹

Detail

The following sections explore the organization of information programs within the most prominent disciplinary areas, as well as providing the most frequent concentration areas, in greater detail. Because of overlapping in disciplinary domains, some programs will be counted more than once and the total number of programs will exceed totals stated elsewhere in this report.

Engineering

A total of 50 institutions have information programs within academic units that include *engineering* in their designation; of these institutions 27 also included *computer science* as a disciplinary area in either the name of the school or subordinate department. Together, they offer 25 master's degree concentrations in information-related fields, including:

- Computer and Information Science (10)
- Information Systems (10)
- Bioinformatics (7)
- Information Technology (5)
- Management Information Systems (4)

Computer Science

50 institutions place information programs within computer science units that do not share their designation with engineering; 10 of these include *mathematics* in the unit name. Another 34

⁹ The Health Care Information and Management Systems Society has recently launched a professional certification program for healthcare information and management systems professionals which may have competing interests with this accreditation initiative. http://www.himss.org/ASP/certification_cphims.asp.

include *information* as a disciplinary area, as in Brooklyn College of New York's Department of Computer and Information Science.

These institutions offer 87 degree programs within 40 concentration areas, the most frequent of which are:

- Information Systems (13)
- Computer and Information Science (8)
- Computer Information Systems (7)
- Information Technology (7)
- Information Assurance (4)

Information Science

Information science or studies was found in the unit designation of 90 institutions. Nearly 100 additional institutions combine information with technology, systems, or other monikers, a sampling from which suggests that a large proportion of these programs are application-focused.

Together, units of information science, studies, technology, or systems and their allied disciplines offer 105 unique concentration areas in the information field, the most frequent of which are:

- Information Systems (35)
- Library and Information Science (34)
- Management Information Systems (22)
- Information Technology (20)
- Computer Information Systems (13)

Business Schools

Business schools lead the count of information-related programs with 266 programs from 206 institutions. 129 of these programs lead to an MBA while successful completion leads to a master's of science degree in 113 programs. There are 80 unique concentration areas, including:

- Management Information Systems (58)
- Information Systems (48)
- Computer Information Systems (19)
- Information Technology (19)
- E-Business/E-Commerce (17)

Biological and Health Sciences

41 programs in bioinformatics or health informatics are housed in 36 medical schools, nursing schools, or other biomedical or health related disciplines. 10 of these have departments within the school dedicated to informatics. The most frequent concentration areas in these schools are:

- Bioinformatics (14)
- Health Informatics (12)
- Nursing Informatics (7)
- Biomedical Informatics (4)

3. Program Types

Our investigation found 220 distinct information majors or concentration areas, 17 of which are responsible for over 60% of master’s degrees programs. Schools vary in the way they handle specializations: some have distinct degrees for each area of specialization, while others include a concentration area within a broader degree. Most programs fall into the following categories:

- Information systems (305)
- Informatics (106)
- Information technology(118)
- Information science (98)

Despite this large number of information programs and degree concentrations, the structure of most information programs is substantively similar. Differences in the curricula of programs of similar concentrations are slight, and can mostly be attributed to the relative emphasis on technology (i.e., where on the computer → information science spectrum they dwell). Almost all programs, regardless of the specific degree title, arrange their curricula around three or four overlapping areas which include some aspects related to:

- **Information**—information organization, retrieval, analysis, design, architecture
- **Technology**—computer infrastructure, networks, database design, programming
- **Management**—managing information organizations, project management
- **People**—information behavior, human-computer interaction, information policy

In addition, domain-specific programs, such as bioinformatics, usually include required significant course work within the discipline.

Most programs are designed to be completed in 12-24 months. Requirements that students either have previous professional experience or complete an internship prior to graduation are common. Capstone projects are also frequently required, though many programs also have thesis or portfolio options.

While defining categories and features can help identify programs that might benefit from accreditation, they do not define the boundaries of the field. In developing standards for

Table 2: Top program majors/concentration

Major/concentration	Count
Information Systems	93
Management Information Systems	93
Information Technology	57
Bioinformatics	51
Library and Information Science	43
Computer Information Systems	34
Computer and Information Science	26
Geographic Information Systems	24
Health Informatics	23
E-Business/E-Commerce	23
Information Technology Management	22
Information Management	16
Information Systems Management	12
Human-Computer Interaction	11
Information Science	11
Information Security	11
Technology Management	10

accreditation, ASIS&T will need to determine at what point programs fall outside their area of expertise.

The following sections discuss the most significant program types in greater detail and also describe in depth some exemplars of different approaches to information programs.

Information Systems

205 institutions offered 305 programs in *information systems*. Of these, the most frequent majors include:

- Information Systems (93)
- Management Information Systems (93)
- Computer Information Systems (34)
- Geographic Information Systems (24)
- Information Systems Management (12)

Information systems and computer information systems programs focus on the analysis, design, and implementation of information systems. Many also include courses on data management, project management, and the strategic management and use of information technology.

Programs vary considerably in their level of technical preparation, with some including instruction on programming languages, industry-specific platforms, and user-interfaces. Others are more focused on the use of information systems for decision-making.

Management Information Systems

Programs in management information systems provide instruction on the technical and strategic implementation of information systems. Coursework typically include design and evaluation of systems, databases, and management. More than 60% of these programs are in business schools.

Geographic Information Systems

GIS programs are found mostly in departments of geology, geography, or urban planning.

Informatics

Most informatics programs focus on the use of information within disciplines such as biology, health sciences, chemistry, and media. Only 6 institutions offer informatics programs that are not associated with a specific discipline. Informatics programs educate students in the design of information systems from both a technical and a social orientation. A total of 106 programs were identified that specify their majors or concentrations as some type of *informatics*.

Bioinformatics

The most frequent type of informatics programs are those specializing in bioinformatics. Of these, approximately 53 are specifically *bioinformatics* or a combination of bio- and medical informatics. These programs combine advanced studies in life sciences with instruction in the design and implementation of information systems. Many also focus on statistical modeling and

analysis. Many bioinformatics programs are specifically interested in managing and analyzing data from genetic research.

15 of the bioinformatics programs are housed in a school, college, or department with a disciplinary focus in biological sciences; 11 are within medical schools or departments. The remainder can mostly be found in engineering and computer science departments or graduate schools.

Health Informatics

The focus of programs in health informatics is the design and use of information technology to manage patient care, make public health decisions, and optimize the exchange of information across domains. Programs range from focusing on the design and implementation of information systems, to the use of information for the evaluation of patient outcomes.

We found 30 institutions with a total of 34 health-related informatics programs, including *health informatics*, *medical informatics*, and *nursing informatics*. Two-thirds of the academic units housing the programs are explicitly health related, including medical schools, nursing schools, and health sciences colleges.

Information Technology

We found 118 programs in *information technology* in 95 institutions. 45% of these programs are located in a business school. The most frequent majors are:

- Information Technology (57)
- Information Technology Management (22)
- Business Information Technology (5)
- Management of Information Technology (7)

Information technology programs prepare students to manage technology projects, including the design, implementation, and servicing of databases, e-commerce systems, and computer networks. 59 of these programs offer MS degrees; 35 offer MBAs. Curricula typically combine business courses, such as financial accounting, organizational development, and project management, with information technology courses, such as software engineering, data mining, and business intelligence. Many programs also have a heavy emphasis on network security.

Information technology management programs are substantively similar to information technology programs, except in some cases they may have a greater emphasis on decision support or expert systems.

Information Science

84 institutions offer 98 programs with information science concentrations, including:

- Library and Information Science (43)
- Computer and Information Science (26)

- Information Science (11)
- Information Studies (6)

Library and Information Science

The most frequent type of program in this category combine library and information science; most are ALA-accredited. Programs vary in their relative emphasis on information science in their curricula, but most include courses on information organization or knowledge management, as well as technology-related courses such as web technologies and database design. The ALA-accredited programs within iCaucus institutions generally have a greater emphasis on information technology and applications; more traditional programs include many more courses specific to the library environment, including cataloging and classification, reference and youth services, and collection development.

Computer and Information Science

Programs combining computer and information science for the most part emphasize computer technology infrastructure to a much greater extent than others in this domain. Core curricula include courses on computer architecture and networking, software engineering, embedded systems, and information systems.

Information Science and Information Studies

This category of programs seems to emphasize a general or theoretical approach to information problems, and may be representative of the meta-discipline level of the field. These programs tend to emphasize human-computer interaction, information organization, information behavior, and information systems design. Programs of this type are a relatively small portion of the information graduate school universe.

Other Prominent Program Areas

Information security

We found 30 programs with a concentration in some aspect of information or systems security. Some of these programs are designated as a National Center of Academic Excellence in Information Assurance (CAEIAE), a quality assurance program maintained by the National Security Agency. Course typical to these programs include cryptography, digital forensics, risk analysis, privacy policy, and organization management.

E-Business/E-Commerce

Of the 23 programs in e-business we found, 18 result in an MBA. All emphasize the technology and strategy to design and implement electronic commerce applications; MBA programs also offer courses in entrepreneurship and business planning.

Program Examples

The following detailed descriptions represent different approaches to graduate information programs. They range from engineering on the far left of the computer→information science spectrum to informatics and business on the far right.

Engineering

University of Pennsylvania
Department of Engineering
MSE Computer and Information Science
<http://www.cis.upenn.edu/grad/mse/index.shtml>

The Master of Science in Engineering (MSE) is one of four graduate programs in the Department of Computer and Information Science (CIS). It is designed to offer students with a computer science background the opportunity to pursue advanced study of the scientific foundations of computer science. MSE students have various options for specialization, including AI, robotics, databases, graphics, security, and programming languages, as well as interdisciplinary studies in CIS and Telecommunications, CIS and Computational Linguistics, and CIS and Biomedical Computation.

MSE students must complete a total of ten courses, including four of the following: Software Foundations, Computer Architecture, Analysis of Algorithms, Software Systems, Theory of Computation, and Artificial Intelligence. Six additional elective courses may be taken from this list or from elsewhere in the department, including a thesis option. Elective course options include Advanced Programming, Bioinformatics, Computational Biology, Database and Information Systems, Computer and Network Security, and Game Design and Development. Advanced study in a specific area of computer science is encouraged.

The program is typically completed in four semesters. The total cost of tuition is approximately \$51,000.

Computer Science

Georgia Institute of Technology
College of Computing
MS Human-Computer Interaction
<http://www.cc.gatech.edu/education/grad/ms-hci>

HCI is an interdisciplinary program of the College of Computing, the School of Literature, Communication, and Culture, and the School of Psychology. It is designed to give students practical skills and theoretical understanding in the design, implementation, and evaluation of computer interfaces. Students can pursue one of three specializations: Computing, Psychology, or Information Design and Technology.

The core curriculum includes nine semester hours, consisting of the following three courses: Human-Computer Interaction, Principles of Research Design, and Engineering Psychology I: Methods. Additionally, students must complete 11–12 semester hours within their area of specialization and 9–12 semester hours outside their specialization. These “flexible core” courses can be taken in either of the other two specializations or in other university departments, including aerospace engineering, architecture, international affairs, industrial and systems engineering, music, and public policy. Students must also complete a 4–6 semester hour master’s project over the course of two semesters. The program consists of a total of 36 semester hours.

The program is typically completed in four semesters, over two academic years. Most students seek an internship during the summer between the two years. Part time students usually complete the program in three years. The total cost of tuition is approximately \$12,000 for Georgia residents and \$43,000 for non-residents.

Information Science

University of Maryland
College of Information Studies
Master of Information Management
<http://www.clis.umd.edu/programs/mim/>

The Master of Information Management (MIM) program is designed to prepare information professionals in strategic management of information and technology. It incorporates studies in business management, computer science, and information systems. The program offers students three options for specialization: Strategic Management of Information, which focuses on general management; Socio-Tech Information Systems, which focuses on technology development; or an Individual Program Plan, which allows students to customize general knowledge in Information Management and Technology to particular professions or organizations.

All specializations consist of a 9-credit core curriculum of three classes: Information, Information Technology and Organizational Context, and Users and Use Context. In addition, students must take 15 credits within their specialization (6 credits for Individual Program Plan); 6 credits of applied courses, which include team experience and problem solving, and 6 credits of elective courses (15 credits for Individual Program Plan). The program consists of a total of 36 credits.

The program is typically completed in four semesters, over two academic years. Part time students can complete the program in six semesters. The total cost of tuition is approximately \$18,000 for Maryland residents and \$36,000 for non-residents.

Carnegie Mellon University
Heinz School of Public Policy and Management
Master of Information Systems Management
<http://ism.cmu.edu/Full-Time/index.asp>

Carnegie Mellon's Master of Information Systems Management (MISM) emphasizes strategic problem-solving and bridging technology and business practices for students with at least three years of professional work experience. Students can choose to specialize in Electronic Commerce, Business Intelligence, Information Security Management, Medical Informatics, and Services Management. The program has many similarities with MBA Management Information Systems programs.

Successful completion of the program requires 15 semester length courses. Students are allowed some discretion in choosing 9 core courses from two areas: Technology and Technology Management, which includes courses on database management, object oriented programming in

Java, and digital transformation; and Organizational Management and Strategy, with courses including economic analysis, principles of finance, decision making, and professional writing. Specializations require 4 courses; students not choosing to specialize may take 4 elective courses. All students must complete a 2-course equivalent team-based Information Systems Project. Typically these projects involve developing an information system for a corporation or public agency. Students without appropriate work experience are required to complete an internship.

The full-time MISM program is designed for completion in three intensive semesters over a one-year period. The tuition and fees for the program total approximately \$54,000.

Carnegie Mellon also has a Master of Science in Information Security Policy & Management program which is designated as a National Center of Academic Excellence in Information Assurance Education (CAEIAE) and a Federal CIO executive certificate program, as well as part-time and distance options in Information Technology.

Informatics

University of California, Irvine

Don Bren School of Information and Computer Sciences

Program in Informatics

<http://www.ics.uci.edu/grad/degrees/index.php?track=inf-gen>

The master's program in Informatics at the Don Bren School of Information and Computer Sciences focuses on the relationship between information, technology and people. Students in the program are grounded in technological practice and the analysis of technology use. In addition to the General Informatics Track, students can also specialize in Interactive and Collaborative Technology, Software, and Ubiquitous Computing. The Bren School emphasizes its interdisciplinary programs and faculty.

The General Track requires the completion of a research methods course and three core courses chosen from among Software Engineering, Human Computer Interaction, Introduction to Ubiquitous Computing, and Social Analysis of Computing. In addition, they are required to take two "breadth" courses in information and computer science, computer science, or statistics. Successful completion of the program requires either passing a written comprehensive exam or completing a thesis.

Master's degree students are expected to complete the program over 6 quarters (2 years). In-state tuition and fees for two years of graduate study is approximately \$20,000; out-of-state students can expect to pay approximately \$50,000 for two years.

The Bren School is relatively large compared to other information schools. It is also one of the two information schools that are part of a computer science unit. While their philosophy of informatics is similar to many other informatics programs, they are one of the few that offer a general informatics degree at the master's level.

Columbia University
School of Physicians and Surgeons
Program in Biomedical Informatics
<http://www.dbmi.columbia.edu/>

The Department Biomedical Informatics offers four tracks of study:

- Bioinformatics
- Clinical Informatics
- Public Health Informatics
- Biomedical Imaging Informatics

Bioinformatics focuses on the application of information technology to the study of cells or cell components, especially in the field of genetics, while the others focus on using information technology to improve clinical practice and decision making.

The curriculum of all four tracks is arranged around three educational objectives: biomedical, computational, and mathematical. Courses in the biomedical area focus on the concepts, terminology, institutions, professionals, and methods of the biomedical domain; courses include biochemistry and molecular biology, physiology, and epidemiology. Computational courses prepare students to manage data, develop software, and solve problems; courses in this area include computational biology, database systems, programming and problem solving, and natural language processing. Courses in the mathematical area focus on biostatistics and the application of mathematical techniques to analyze data and test hypotheses.

The program is designed to be completed after 12 to 18 months of full-time study. Graduation requires the completion of a research project and passing a one-hour oral examination. Tuition and fees for 3 semesters of study is approximately \$50,000.

Business

University of Wisconsin School of Business
Erdman Center for Operations and Technology Management
MBA in Information and Technology Management
<http://www.bus.wisc.edu/erdman/>

Operations and Technology Management (OTM) is a specialization within the general MBA program that focuses on analysis, project management, and business development. Students can pursue three possible tracks, one of which is Information Technology Management (ITM). Faculty are drawn from the University's engineering as well as business department, and the Erdman Center is governed by an advisory board consisting of faculty from both departments. The program is designed to develop the business and management skills of students with backgrounds in engineering or science and two to seven years of work experience.

The core curriculum includes 26 credits of general management; 10 credits in the OTM specialization, including classes in Quality and Productivity Improvement, Managing Tech & Org Change, and Project Management; and 9 credits in the ITM track, including classes in

Information Security Management, Business Intelligence, and Enterprise Technology Management. The program also includes 12 elective credits; recommended ITM elective classes include Analysis and Design of Computer-Based Systems, Strategic Breakthrough Management and Quality Planning, Health Information Systems, and E-Business Transformation. The program consists of a total of 57 credits.

The program takes two years to complete. Students are expected to seek a three-month summer internship between the first and second year. The total cost of tuition is approximately \$23,000 for Wisconsin residents and \$54,000 for non-residents.

C. Information Schools

In August, 2007 nineteen information school deans announced the formation of the iCaucus, whose mission is to

“leverage the power of leading iSchools in building awareness of, support for and involvement with the iField among key constituencies, principally the media, business community, those who fund research, student prospects, and users of information.”

Fourteen of these schools have master’s of library and/or information science programs accredited by the American Library Association (Oder, 2007).

Besides library and information science programs, information schools also have master’s degree programs in:

- Information Science or Studies(6)
- Information Management (4)
- Human-computer Interaction (3)
- Bioinformatics (2)
- Health Informatics (2)
- Informatics (2)

All information schools belonging to the iCaucus are stand-alone academic units with their own deans. Most are near the top of rankings for research by *Academic Analytics*, *the Chronicle of Higher Education*, or other measures of scholarly productivity. Each of the schools accredited by the ALA, with the exception of the University of Toronto, are ranked 13 or higher by *U.S. News & World Report*.¹⁰

Reports of the size of the graduate student body population were inconsistent between sources because of differences in reporting full-time vs. part-time enrollment, and the conflating of doctoral students with those enrolled in master’s programs; nonetheless, our best estimate of the range of master’s student enrollment is between 60 and 600 students, with an average of about 300-350.

¹⁰ Canadian universities are not ranked by *U.S. News* and most, including the University of Toronto, have opted out of the *Maclean’s* university rankings (University of Toronto, 2006)

As with the student population, determining the size of information school faculties was also difficult; institutions varied in the way they reported tenure-track faculty versus lecturers or adjunct faculty, visiting faculty, and joint appointments. We estimate the full-time tenure track faculty size for information schools to be 17-60, with an average of around 30. Together with the student body size, we are reasonably confident that information schools average a faculty to student ratio of about 1:11.

Appendix B provides detail of all information schools, including the degrees offered, program goals, thrust, type and number of faculty, core courses, accreditors, and research centers and rankings, when applicable.

Program Measures

Many different tools for the measurement of program effectiveness have been developed for use in higher education, including the Data Envelopment Analysis (Zheng, 2000). Objective performance measures of instructional variables in the DEA model fall into three categories:

- Inputs or resources—faculty size; student-related expenditures, faculty-student ratios
- Outcomes—degree attainment, time to completion
- Control—admissions selectivity, GRE scores

A similar matrix of assessments can be used to assess the institutional research, using, for example, research expenditures per faculty FTE as an input measure, and citation analysis as an outcome measure.

Although quantitative measures of programs may appeal as a fair way to assess programs, they do have significant drawbacks. Should ASIS&T wish to pursue program measures as a criteria for accreditation, **conducting a survey of the information schools** would probably be the most direct and reliable way of determining a reasonable standard against which to benchmark.

University of California, Berkeley
School of Information Management and Systems

University of California, Irvine
The Donald Bren School of Information and Computer Sciences

***University of California, Los Angeles**
Graduate School of Education and Information Studies

***Drexel University**
College of Information Science and Technology

***Florida State University**
College of Information

Georgia Institute of Technology
College of Computing

***University of Illinois Urbana-Champaign**
The Graduate School of Library and Information Science

Indiana University
School of Informatics

***Indiana University**
School of Library and Information Science

***University of Maryland**
College of Information Studies

***University of Michigan**
The School of Information

***University of North Carolina**
School of Information and Library Science

The Pennsylvania State University
School of Information Sciences and Technology

***University of Pittsburgh**
School of Information Sciences

***Rutgers, the State University of New Jersey**
School of Communication, Information, and Library Studies

***Syracuse University**
School of Information Studies

***University of Texas, Austin**
School of Information

***University of Toronto**
Faculty of Information Studies

***University of Washington**
Information School

* Accredited by the ALA

Figure 3: List of iCaucus schools

II: Accreditation Agencies and Trends

The current field of accrediting agencies includes regional and national agencies, which accredit entire institutions, and specialized agencies, which accredit particular programs within an institution. Institutional agencies focus on an institution's mission and its capacity to uphold that mission, while specialized agencies are more specific in their accreditation criteria. The four most relevant specialized agencies for information professionals include the American Library Association (ALA), the Association to Advance Collegiate Schools of Business (AACSB), the Association of Collegiate Business Schools and Programs (ACBSP), and the Accrediting Board for Engineering and Technology (ABET).

Several organizations provide helpful guidance for the development of accreditation processes and standards for information professional programs, including guidelines for accreditation agencies as well as information professional competencies. In developing an accreditation model, ASIS&T should seek to identify the need for accreditation, the ways in which ASIS&T accreditation could complement the work of other organizations, and the scope of programs that would be accredited.

The general trend in higher education accreditation is toward increased focus on mission and student learning, and away from standardization. The Department of Education has recently advocated for greater accountability and standardization of institutional accreditors, but this does not appear to be evidence of a new trend. Congressional progress toward renewal of the Higher Education Act without provision for federal regulation of accreditation agencies, as well as statements by schools and accreditation agencies themselves, provide evidence for the continuation of trends away from high standardization and federal authority and toward flexible mission-based evaluation and school authority. ASIS&T should work in close cooperation with graduate programs to determine their perceived need for accreditation and to set reasonable standards for evaluation.

A. Accreditation Agencies

Accreditation is a system of quality assurance and quality improvement for higher education. It provides a reliable signal of legitimacy of an academic program or institution (CHEA, 2006). The approaches of most accreditation agencies are remarkably similar. The chief substantive differences are in the following areas:

- The **scope** of the accredited institutions or programs. Regional institutions define this geographically, while national and specialized institutions define it topically.
- The level of **prescription** of the program. Regional institutions are the least prescriptive, while national and specialized institutions vary in their level of prescription and specificity.
- The **purpose** of the accreditation agency. All accreditors serve the public by increasing accountability and consistency across institutions or programs. However, some agencies, such as ABET's information technology and information systems accreditation, formed for the purpose of filling a lack of disciplinary accreditation, while others, such as ACBSP, formed to provide an alternative method of accreditation within a discipline.

Accreditation standards of specialized accrediting agencies recognize the diversity of missions among accredited programs but are rooted in the distinct values and unique qualities of their respective fields. This is particularly important for ASIS&T because at least two other organizations (ABET and ALA) are already recognized as accreditors of information professional programs. In order to craft an effective accreditation process and reasonable set of accreditation standards and criteria, ASIS&T should define the information field and distinguish it from other related fields by providing clear answers to the following questions:

- **What is the need for and purpose of a new information professional accreditation agency?** In order for an accreditation process to be successful, it must be valuable to academic institutions, employers, students, and the professional community. ASIS&T should establish that the proliferation of information programs poses a problem of legitimacy, accountability, consistency, or quality assurance within the information field, and that a new accreditation agency will remedy this problem.
- **How can ASIS&T complement existing information professional accreditation agencies and processes?** ASIS&T accreditation could approach this in at least two possible ways: by **filling a gap** between existing information program accreditors, following the example set by ABET's implementation of baccalaureate information technology accreditation; or by accrediting programs in a **different way** from existing accreditation agencies, following the example set by ACBSP's implementation of an alternative accreditation process for business programs.
- **What kinds of programs are within the scope of an information professional accreditation?** Many information master's degree programs, such as those in the fields of business and library and information studies, are already accredited by specialized accreditation agencies. Many more are not. In defining the scope of its accreditation program, ASIS&T should clarify whether it seeks (1) to provide a **supplemental** accreditation for already accredited programs, such as MIS programs in accredited business schools; (2) to provide a **more appropriate** accreditation so that already accredited programs will change their accreditation agency, such as information-focused programs currently accredited by ALA; or (3) to provide a **missing** accreditation for currently unaccredited programs, such as unaccredited business programs that may be interested in receiving ASIS&T accreditation to distinguish themselves in a crowded field.

We recommend that ASIS&T work within guidelines established by groups such as the Council for Higher Education Accreditation (CHEA) and the Association of Specialized and Professional Accreditors (ASPA), and collaborate with information schools, information professionals, ASIS&T membership, and other specialized accreditation agencies, particularly ALA and ABET, to determine the appropriate process and scope of accreditation activities.

The following sections compare the approaches of relevant agencies in detail.

1. Definitions

There are three types of accreditation agencies in the United States: regional, national, and specialized. Regional and national agencies accredit entire institutions, whereas specialized agencies accredit particular programs within an institution.

- Regional accrediting agencies operate in six different regions in the U.S. and review entire institutions. Of the 2,963 regionally accredited institutions, 97.4% are traditional, non-profit, degree-granting colleges and universities.
- National accrediting agencies operate throughout the country and review entire institutions. Of the 3,458 nationally accredited institutions, 35.9% are degree granting and 64% are non-degree granting, 20.9% are non-profit and 79% are for-profit. Many of the nationally accredited institutions are single-purpose institutions (e.g., information technology).
- Specialized accrediting agencies operate throughout the country and address programs, departments, or schools in specific fields (e.g., business, law) that are parts of an institution. Some specialized accrediting organizations also accredit professional schools or other specialized or single purpose institutions. Some specialized accrediting agencies are state government agencies such as agencies responsible for regulating healthcare professions. There are 18,713 of these accredited programs and single purpose institutions. (Schray, 2006)

This report is limited to a broad analysis of the six regional accrediting agencies and a narrow analysis of four specific specialized agencies relevant to the information field: the American Library Association (ALA), the Association to Advance Collegiate Schools of Business (AACSB), the Association of Collegiate Business Schools and Programs (ACBSP), and the Accrediting Board for Engineering and Technology (ABET). Some other potentially relevant accrediting agencies are discussed in brief at the end of this section.

While we were not asked to investigate beyond accreditation, ASIS&T should note the existence of many **professional certification programs**, such as the Health Care Information and Management Systems Society and the Project Management Institute. These may perform a similar function in establishing legitimacy, accountability, consistency, or quality assurance for professional programs.

2. Common Elements

The accreditation process of institutional and specialized agencies generally includes the following components:

- Self-study by program
- Site visit by accrediting agency
- Review of self-study, site visit report, and other documents by accrediting agency
- Granting or denial of accreditation
- Due process for appealing denial/withdrawal of accreditation status
- Continuous monitoring of compliance with accreditation standards
- Periodic renewal of accreditation status

- Maintenance and review of accreditation standards

Accreditation standards generally encompass the following broad areas:

- Mission/Purpose
- Planning Procedures
- Program/Curriculum
- Administration/Governance
- Faculty
- Students/Student Support Services
- Resources/Facilities

Regional and national agencies generally refrain from specific standards in terms of program content. Rather, they stress the importance of a clear institutional mission as well as procedures and resources that uphold that mission. For example, the New England Association of Schools and Colleges states that an institution that meets its standards

- has clearly defined purposes appropriate to an institution of higher learning;
- has assembled and organized those resources necessary to achieve its purposes;
- is achieving its purposes;
- has the ability to continue to achieve its purposes. (NEASC, 2005)

Specialized agencies base accreditation on many of the same standards as regional and national agencies, and typically require that institutions be accredited by their appropriate regional agency in order to be eligible; however, because they accredit **programs** rather than **institutions**, they tend to be more prescriptive and subject-specific than regional agencies.¹¹ Specialized agencies also tend to be professionally oriented, and are often subunits of larger professional organizations (e.g., ALA's Committee on Accreditation) and so are more focused on the needs of the profession as opposed to academic interests.

Each specialized agency defines the nature of the field it accredits and distinguishes some specific curriculum requirements, although some agencies are more prescriptive in their criteria than others. For example, ABET identifies three types of computing programs: computer science, information systems, and information technology, and defines each of these subject areas by outlining specific program requirements for each. Information systems programs, for example, must provide coursework that includes:

- a. Information Systems: One year that includes:
 1. coverage of the fundamentals of a modern programming language, data management, networking and data communications, systems analysis and design and the role of Information Systems in organizations.
 2. advanced coursework that builds on the fundamental coursework to provide depth.

¹¹ ABET, for example, requires that engineering technology programs include the word "technology" in the program title.

- b. Information Systems Environment: One-half year of coursework that includes varied topics that provide background in an environment in which the information systems will be applied professionally.
- c. Quantitative analysis or methods including statistics. (ABET, 2007b)

ALA, on the other hand, broadly defines the field of “library and information studies” as

recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management. (ALA, 2008b)

ALA’s standards state that the program’s curriculum must be concerned with the field of library and information studies, but refrain from setting detailed curriculum requirements in the way that ABET’s standards do.

3. Information-Specific Elements

All regional and most national and specialized agencies include some reference within their accreditation standards to the general role of information within the curriculum. The Middle States Association of Colleges and Schools, for example, includes *information literacy* as a component of its general education criteria:

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. (ACRL)

Similarly, AACSB includes the following two information elements as examples of “management-specific knowledge and skills areas” expected of a master’s level management program:

- Creation of value through the integrated production and distribution of goods, services, and information.
- Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management. (AACSB, 2008)

Additionally, two specialized agencies set criteria specific to information programs: ABET, which accredits baccalaureate programs in information systems and information technology, and ALA, which accredits master’s programs in library and information studies.

4. Statements of Relevant Accreditation Approaches

The following four specialized accreditation agencies accredit a sizable number of information programs. However, they do not necessarily accredit the information components of the programs. ALA accredits master’s programs in library and information studies; AACSB and

ACBSP accredit master's programs in business and accounting; and ABET accredits baccalaureate programs in information systems and information technology.

American Library Association Committee on Accreditation (ALA)

ALA began accrediting librarianship education programs in 1924, and currently accredits master's programs in library and information studies. It maintains a twelve-member Committee on Accreditation (COA), consisting of ten ALA members and two appointees from the public at large. COA is administered by ALA's Office of Accreditation. COA develops accreditation standards by consensus, involving educators, students, and professionals. In 2002, ALA began revising its 1992 accreditation standards. The revision process was completed in January 2008. Although revisions were relatively minor, they increased emphasis on systematic planning, linked standards to student learning outcomes, and updated language on diversity and assessment (ALA, 2002; ALA, 2008b).

57 master's programs are accredited by ALA. Programs may be referred to by such titles as Master of Library and Information Science, Master of Information Studies, Master of Librarianship, and others.

To obtain accreditation, a school must first submit an application for precandidacy to the Chair of COA, including a plan for achieving candidacy status. If granted precandidacy status, the school may apply for candidacy. During its period of candidacy, the school undergoes a comprehensive review by an external review panel; the review includes self-assessment, a program presentation demonstrating the program's ability to maintain compliance with the standards, and a site visit. The panel submits a draft report to the program and to the Office of Accreditation. The head of the program and the panel chair meet with COA, which considers all the information and makes an accreditation decision.

ALA grants accreditation based on the following six standards: mission, goals, and objectives; curriculum; faculty; students; administration and financial support; and physical resources and facilities. Only the first two standards include information-specific elements: the program objectives should reflect "the essential character of the field of library and information studies"; and the curriculum should be "concerned with recordable information and knowledge" (ALA, 2008b).

To renew its accreditation, a school must undergo an additional comprehensive review every seven years.

Association to Advance Collegiate Schools of Business International (AACSB)

AACSB was founded in 1916 and began accrediting institutions in 1919. In 2003, AACSB revised its standards to focus much more heavily on student assessment, and began more rigorously evaluating program elements such as learning goals for each degree program, direct demonstration by students of knowledge and skills, and faculty involvement in developing objectives and expected outcomes of students (Pringle and Michel, 2007).

554 business and accounting schools are accredited by AACSB, including baccalaureate and graduate programs. 166 graduate business schools accredited by AACSB contain information programs, including MBA, MS, and MAIS programs in E-Commerce, Management Information Systems, and Information Technology.

AACSB notes that its accreditation recognizes a diversity of missions among member institutions but that schools must work both to uphold their missions and to meet standards to ensure “the preparation of students to enter useful professional, societal, and personal lives” (AACSB, 2008).

To obtain accreditation, a school must join AACSB and submit an application for accreditation. A PreAccreditation Committee assigns a mentor, who visits the applicant and assists the school in responding to any concerns by the PreAccreditation Committee and addressing its compliance with AACSB standards. The Accreditation Coordinating Committee then reviews a revised application to determine eligibility. The mentor assists the school in developing an Accreditation Plan and a Strategic Plan, which are reviewed by the PreAccreditation Committee and Initial Accreditation Committee. The mentor then works with the school to implement its Accreditation Plan. A Peer Review Team chair assists the school in preparing a Self-Evaluation Report, which is then reviewed by a Peer Review Team. The Peer Review Team visits the site, and makes an accreditation decision, which must be ratified by the Initial Accreditation Committee and the Board of Directors (AACSB).

AACSB grants accreditation based on a school’s compliance with the following 21 standards: mission statement, mission appropriateness, student mission, continuous improvement objectives, financial strategies, student admission, student retention, staff sufficiency/student support, faculty sufficiency, faculty qualifications, faculty management and support, aggregate faculty and staff educational responsibility, individual faculty educational responsibility, student educational responsibility, management of curricula, undergraduate learning goals, undergraduate educational level, master’s level general management learning goals, specialized master’s degree learning goals, master’s educational level, and doctoral learning goals. AACSB does not have particular standards for information-specific programs it accredits, other than noting that master’s level students in any specialized degree program must “demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems” (AACSB, 2008).

To maintain accreditation, a school must submit an annual report of data and an annual summary of strategic management, and engage in a periodic five-year review of strategic progress.

Association of Collegiate Business Schools and Programs (ACBSP)

ACBSP was founded in 1988 by 150 business schools not accredited by AACSB. The association was formed for the following reasons: 1) A perceived need for focus on mission-based evaluation, 2) A perceived need for evaluation based on teaching and student learning outcomes as opposed to research, and 3) A perceived inability of many schools to meet requirements set by AACSB (ACBSP; Henderson and Jordon, 1990; Lundy, 1997).

325 business and accounting schools or programs are currently accredited by ACBSP, including associate, baccalaureate, and graduate programs, and 57 additional programs are candidates for accreditation. Eight graduate business schools accredited by ACBSP contain information programs, including MBA and MS programs in E-Business, E-Commerce, Information Technology, and Information Systems.

ACBSP makes a distinction between the evaluation of program *inputs*, including faculty, facilities, and financial resources; *activities*, including teaching, learning, and advising; and *outcomes*, including employer evaluations, test scores, and student placement. ACBSP has shifted its emphasis over time toward evaluation of activities and outcomes rather than prescriptive evaluations of inputs (ACBSP, 2008b).

To obtain accreditation, a program must join ACBSP and submit an application for accreditation. ACBSP assigns a mentor and the program begins working on a site visit document and action plan. The program then engages in self-study, after which ACBSP assigns a site visit team to the program. The site visit team reports back to ACBSP staff and the program is given a chance to respond. The self-study, evaluator's response, and program response are reviewed by the ACBSP Board of Commissioners, who determine whether to grant accreditation, grant accreditation with suggested opportunities for improvement, grant accreditation with conditions, defer accreditation, or withhold accreditation. ACBSP's accreditation guidelines state that "[a]s ACBSP is a proponent of continuous improvement, most institutions receive accreditation with conditions and/or notes" (ACBSP, 2008b).

ACBSP grants accreditation based on a program's compliance with six standards: leadership, strategic planning, student and stakeholder focus, measurement and analysis of student learning and performance, faculty and staff focus, and educational and business process management. ACBSP does not have particular standards for information-specific programs it accredits. The standards do specify a "common professional component" expected of all business programs, which includes technical skills in information systems (ACBSP, 2007).

Accreditation is granted for ten years, throughout which the program must submit periodic reports of institutional changes and activities every other year to ACBSP, in addition to keeping ACBSP informed of any substantive changes that may affect compliance with ACBSP standards. If the school becomes non-compliant, ACBSP may change its accreditation status to probationary or withdraw accreditation completely. The program may appeal withdrawal to a Board of Appeal, an independent body composed of faculty members or administrators at ACBSP member institutions. At the end of the ten-year accreditation period, the school must reaffirm accreditation through additional self-study, site visit, and action by Board of Commissioners (ACBSP, 2008a).

Accreditation Board for Engineering and Technology (ABET)

ABET was founded in 1932 as the Engineers' Council for Professional Development, with the purpose of improving guidance, training, education, and recognition of the engineering profession. Since 1932, it has broadened its scope to include applied science, computing, and engineering, and has shifted its focus to primarily accreditation of higher education programs in these fields. ABET accredits baccalaureate and master's programs in engineering, associate and

baccalaureate programs in engineering technology, baccalaureate programs in computing, and associate, baccalaureate, and master's programs in applied science (ABET History; ABET, 2007a).

In 1995, ABET undertook a major review and revision of its accreditation process. Major changes included:

- greater flexibility of program criteria
- increased emphasis on attracting a diversity of professionals to participate in the accreditation process
- more involvement with institutions undergoing accreditation, with a stronger focus on continuous improvement (ABET, 1995)

In January 2003 ABET convened a colloquium to consider the requirements of a baccalaureate information technology degree and the need for accreditation of information technology programs. The colloquium participants concluded that information technology suffers from a lack of clear definition as a discipline, and that information technology graduates need knowledge of a broad range of job functions, including both hard (technical) and soft (personal) skills. Participants defined a list of 13 desired attributes of an information technology graduate, and determined that ABET is the most appropriate organization to accredit information technology programs (ABET, 2003).

By July 2003 an interest group of ABET was formed with the purpose of accrediting baccalaureate programs in information technology (Lawson, 2004). ABET computing standards, including standards for information systems and technology, are not currently applied to graduate programs, but there has been some interest in pursuing this possibility. For example, Hilton and Lo (2007) lauded the ABET standards and called upon MIS programs in business schools to pursue an accreditation process utilizing both AACSB and the new ABET standards. They found that the majority of information systems program leaders were neither familiar with nor interested in using the new ABET standards; however, they concluded that there was a sizable enough, and possibly increasing, portion of leaders who were familiar with or interested in the standards, to justify pursuing accreditation of MIS programs.

To obtain ABET accreditation, a school must request evaluation. The program then conducts an internal evaluation to evaluate its compliance with ABET standards and submits responses to a self-study questionnaire. ABET then forms an evaluation team and makes a site visit. The evaluation team presents the school with a report of its evaluation, which is then submitted to the appropriate commission (Applied Science, Computing, Engineering, or Technology) along with a recommendation for granting or denying accreditation. The commission members vote on the action and the school is informed of the decision, along with any concerns or recommendations (ABET, 2007a).

Each ABET commission evaluates programs based on their compliance with standards specific to that discipline. The Computing Commission evaluates programs based on eight general criteria: students, program educational objectives, program outcomes, continuous improvement, curriculum, faculty, facilities, and support. Additionally, specific types of programs (such as

information systems or information technology programs) are evaluated on more specific program criteria, which specify additional requirements in three areas: program outcomes, curriculum, and faculty (ABET, 2007b).

Additional Accrediting Agencies

Several other accreditation agencies accredit a small number of schools containing information-specific programs, including:

- American Association of Colleges of Nursing (AACN), a specialized agency which accredits several Nursing Informatics master's programs
- National Association of Schools of Public Affairs and Administration (NASPAA), a specialized agency which accredits Carnegie Mellon University's Public Management master's program (which allows students an information systems concentration)
- Association of Collegiate Schools of Planning (ACSP), a specialized agency which accredits University of Redlands' Geographic Information Systems master's program
- Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT), a national agency which accredits Everglades University's Information Technology master's program

These organizations follow similar procedures and standards to those of the above agencies, with a focus on their relevant fields. None of them contains information-specific accreditation standards, other than occasional brief reference to the importance of information management or technology to the general field of study.

5. Suggested Models

Accreditation Guidelines

Two associations, the Council for Higher Education Accreditation (CHEA) and the Association of Specialized and Professional Accreditors (ASPA), provide guidelines for accrediting agencies that may be useful as templates for developing processes and standards.

CHEA recognition standards

The following six standards are applied to accrediting organizations seeking CHEA recognition:

- advances academic quality;
- demonstrates accountability;
- encourages, where appropriate, self-scrutiny and planning for change and for needed improvement;
- employs appropriate and fair procedures in decision making;
- demonstrates ongoing review of accreditation practices; and
- possesses sufficient resources. (CHEA, 2006)

ASPA Member Code of Good Practice

An accrediting organization holding membership in the Association of Specialized and Professional Accreditors (ASPA):

- Pursues its mission, goals, and objectives, and conducts its operations in a trustworthy manner.
- Maximizes service, productivity, and effectiveness in the accreditation relationship.
- Respects and protects institutional autonomy.
- Maintains a broad perspective as the basis for wise decision making.
- Focuses accreditation reviews on the development of knowledge and competence.
- Exhibits integrity and professionalism in the conduct of its operation.
- Has mechanisms to ensure that expertise and experience in the application of its standards, procedures, and values are present in members of its visiting teams, commissions, and staff. (ASPA)

Existing Standards & Competencies for Information Professionals

Many information professional core competency lists have been developed by professional organizations, including the Special Libraries Association (2003), the Association for Computing Machinery, affiliated with ABET (2000; 2002), and ALA (2005). These lists may be useful in helping ASIS&T develop accreditation standards and distinguish itself from other information professional accrediting agencies.

B. Accreditation Trends

In the past two decades, the general trend of higher education accreditation has been in the direction of student learning as opposed to measures of resources/capacity, and congruence between mission/goals, curriculum, and student learning outcomes as opposed to standardization (CRAC, 2003). Accreditors evaluate institutions based on the clarity of their missions, and evidence of their capacity to uphold those missions.

In recent years, there have been some calls for more prescriptive standards and greater accountability, particularly by the U.S. Department of Education, which has the authority to approve institutional accreditors for the purposes of distributing federal financial aid. Education Secretary Margaret Spellings, appointed by President Bush in 2005, has been a powerful advocate for increased standardization and performance-based accreditation, creating the Commission on the Future of Higher Education and increasingly calling for greater accountability (Basken, 2007).

A 2006 report by the Commission on the Future of Higher Education called attention to serious problems in the higher education system, and called for stricter standards for institutions. The Commission's report suggested a performance-based accreditation system which allowed for the measurement and comparison of learning outcomes, and called for more transparency among accreditation bodies. (USDE, 2006)

However, Spellings' push for greater standardization and regulation of accreditors has met with great resistance from both accrediting agencies and higher education institutions. For example, the Association of Specialized and Professional Accreditors (ASPA) sent a strongly-worded letter to Spellings in 2006 criticizing her approach as "arbitrary" and accusing her of circumventing law in order to tighten regulation of accrediting agencies (Davenport, 2006).

Higher education institutions, accrediting agencies, and associations such as ASPA, CHEA, and the Association of American Colleges and Universities (AAC&U), support a mission-based accreditation system, in which colleges and programs have a great deal of freedom to set goals, and accrediting agencies are chiefly responsible for ensuring that those goals are clear, and that colleges meet the goals they set.

Spellings has shown some leeway in her general advocacy for standardization and regulation of accrediting bodies. She told the National Advisory Committee on Institutional Quality and Integrity in December, 2007 “that while she wanted them to keep pushing to hold colleges more accountable for what students actually learn, they should not try to require any specific methods or measures for how accreditors must accomplish that.” Rather, she stressed the importance of clarity and transparency of both schools and accreditors, saying “All I ask is that institutions be more clear about the benefits they offer to students. ... Through the accrediting process, we can help bring this about” (Basken, 2008a).

Provisions in the most recent version of the Higher Education Act, currently under Congressional review, strongly support mission-based evaluation and give colleges more authority than the federal government or accrediting agencies to set the conditions of academic evaluations (Basken, 2008b). The U.S. Senate passed its version of the bill on July 24, 2007, and the House of Representatives passed its version on February 7, 2008. As of the time of this writing, the two chambers must still meet to resolve differences between the two bills; however, both bills reflect a mission-based approach to accreditation, despite the Executive Branch’s support of a more standardized approach (CHEA, 2008b).

Both Spellings and the White House have criticized Congress’ passage of these bills. The White House issued a Statement of Administration Policy on February 6, 2008, expressing strong opposition to Congress’ prohibition of federal regulation of accrediting bodies (USDE, 2008). Spellings similarly criticized the bills, describing the accreditation process as “insular, clubby and accountable to no one but themselves” (Spellings, 2008).

A New Era of Accountability?

While there is a general understanding of the need for increased accountability in higher education, there seems to be little acknowledgement of or support for the need for accrediting bodies to set strict standards. Additionally, the balance of power between educational institutions and accrediting agencies has consistently shifted toward institutions and away from accreditors.

Recent actions by Secretary of Education Margaret Spellings have sought to call attention to the need for greater accountability and standardization in higher education. However, these actions appear to represent the attempts of a particular presidential administration to work against long-term trends in higher education accreditation. Congressional progress toward renewal of the Higher Education Act without provision for federal regulation of accrediting agencies, as well as statements by schools and accrediting agencies themselves, provide evidence for the continuation of trends away from high standardization and federal authority and toward flexible mission-based evaluation and school authority.

Accrediting bodies are recognized—by schools, associations, and government—as being chiefly responsible for holding schools accountable to the standards they themselves set, and for providing a means of self-evaluation for continuous improvement. This means that in considering accreditation for information programs, ASIS&T should work in close cooperation with graduate programs to determine their perceived need for accreditation and to set standards for evaluation.

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Appendix A: Directory of Master's Information Programs

A

A.T. Still University of Health Sciences

Arizona School of Health Sciences
MS Medical Informatics

Adelphi University

Department of Management, Marketing, and Decision Sciences
Department of Management, Marketing, and Decision Sciences
MBA Marketing/e-Commerce

Air Force Institute of Technology

Graduate School of Engineering and Management, Department of Systems Engineering and Management
MS Information Resource/Systems Management

Alcorn State University

School of Graduate Studies, School of Arts and Sciences, Department of Mathematical Sciences
MS Computer and Information Science

Alliant International University, San Diego

School of Management, Business and Management Division
MBA Information Systems and Technology

American College of Computer & Information Sciences

Department of Information Systems
MS Information Science

American InterContinental University (multiple campuses)

Program in Information Technology
MIT Information Technology

American Public University System

Graduate Programs
MA Strategic Intelligence

American Sentinel University

Graduate Programs
MS Health Information Management
MS Information Systems

American University

School of Business
MS Information Systems
MBA Management of Global Information Technology
MBA Marketing Information and Technology

Angelo State University

Department of Communications, Drama, and Journalism
MA Communications Systems Management

Appalachian State University

Department of Leadership and Educational Studies, Program in Library Science
MLS Library Science

Argosy University (multiple campuses)

College of Business
MBA Information Systems Management

Arizona State University
School of Business, School of Accountancy and Information Management
MAIS Accountancy and Information Systems

Arizona State University at the Polytechnic campus
College of Science and Technology, Department of Technology Management
MS Technology Management

Arkansas State University
College of Business, Department of Information and Technology
MS Information Systems and E-Commerce

Arkansas Tech University
Graduate School, School of System Science
MS Information Technology

Aspen University
Program in Business Administration
MBA Information Management

Aspen University
Programs in Information Management
MS Information Management

Athabasca University
Centre for Innovative Management
MBA Information Technology Management

School of Computing and Information Systems
M Sc Information Systems

Auburn University
College of Business, Department of Management
MMIS Management Information Systems

Avila University
School of Business
MBA Management Information Systems

Azusa Pacific University
School of Education, Program in School Librarianship
MA School Librarianship

B

Baker College Center for Graduate Studies
Programs in Business
MBA Computer Information Systems

Ball State University
College of Communication, Information, and Media
MS Information and Communication Studies

Barry University
School of Adult and Continuing Education
MS Information Technology

Bay Path College
Program in Communications and Information Management
MS Information Management
MS Information Systems

Baylor University
School of Business, Department of Information Systems
MBA Information Systems Management
MSIS Information Systems

Bellevue University
Graduate School
MS Computer Information Systems

Benedictine University
Program in Management Information Systems
MBA/MS Dual Degree
MPH/MS Management Information Systems
MS Management Information Systems

Bentley College
Graduate School of Business
GBC Accounting Information Systems

Bentley College
Graduate School of Business
MS Human Factors in Information Design
MS Information Technology

Bernard M. Baruch College of the City University of New York
School of Business, Department of Statistics and Computer Information Systems
MBA Computer Information Systems
MS Computer Information Systems

Boise State University
College of Business and Economics
MBA Information Technology Management

Boston University
Graduate School of Arts and Sciences
MA Geographic Information Systems
MS Bioinformatics

Department of Computer Science
MS Computer Information Systems

School of Business
MBA/MS Information Systems

Bowie State University
Program in Management Information Systems
MS Management Information Systems

Bradley University
College of Liberal Arts and Sciences, Department of Computer Science and Information Systems
MS Computer information systems

Brigham Young University
Ira A. Fulton College of Engineering and Technology, School of Technology
MS Information Technology

School of Management, Information Systems Department
MISM Management Information Systems

Brooklyn College of the City University of New York
Division of Graduate Studies, Department of Computer and Information Science
MA; MS Computer and Information Science
MA; MS Information Systems
MPS Computer and Information Science

Bryant University
Graduate School of Business
CAGS Computer Information Systems
MBA E-Strategy
MBA Computer Information Systems

C

California Lutheran University
School of Business
MBA Management Information Systems

California State University, Channel Islands
Extended Education
MS Bioinformatics

California State University, Dominguez Hills
College of Natural and Behavioral Science, Department of Biology
MS Bioinformatics

California State University, East Bay
College of Business and Economics
MBA E-Business
MS Computer Information Systems

California State University, Fullerton
College of Business and Economics
MS Management Information Systems

College of Engineering and Computer Science
MS Information Systems
MS Management Information Systems

California State University, Los Angeles
College of Business and Economics, Department of Information Systems
MBA Business Information Systems
MS Management Information Systems

California State University, Monterey Bay
College of Science, Media Arts & Technology, School of Information Technology & Communication Design
MSMIT Management and Information Technology

California State University, Sacramento
College of Business Administration, Department of Management Information Science
MS Management Information Science

California State University, Fullerton
Graduate Studies, College of Engineering and Computer Science, Department of Computer Science
MS Applications Administrative Information Systems
MS Information Processing Systems

Cambridge College
Program in Management
M Mgt E-Commerce

Capella University

School of Business and Technology
MBA Information Technology Management
MBA Accounting Systems Design and Programming
MS information security
MS Information Security, Network Architecture and Design
MS Information Technology
MS Information Technology Management
MS System Design and Development

Capitol College

Graduate Programs
MS Information and Telecommunications Systems Management
MS Information Architecture
MS Network Security

Cardean University

MBA Program
MBA Accounting and Information Systems
MBA Management of Information Systems
MBA E-Commerce
MBA Management of Technology

Carlton University

Faculty of Graduate Studies, Faculty of Science
M Sc Information Systems

Carnegie Mellon University

Heinz School of Public Policy and Management
MISM Information Systems Management
MPM Public Management
MSISPM Information Security Policy and Management

Information and Communication Technologies Institute
MS Human-Computer Interaction

Information Networking Institute
MS Information Networking
MS Information Technology - Information Security

Tepper School of Business
MS Algorithms, Combinatorics and Optimization
MS Electronic Commerce
MS Software Engineering and Business Management

Case Western Reserve University

The Case School of Engineering, Department of Electrical Engineering and Computer Science
MS Computing and Information Science

School of Management, Department of Operations
MS Information Systems

School of Nursing, Master's Programs in Nursing
MSN Nursing Informatics

Catholic University of America

School of Library and Information Science
JD/MSLS Dual Degree
MS Library Science
MSLS/MA Dual Degree
MSLS/MS Dual Degree

Central Connecticut State University
School of Graduate Studies, School of Arts and Sciences, Department of Computer Science
MS Computer Information Technology
MA Graphic Information Design

Central Connecticut State University
School of Technology, Department of Manufacturing and Construction Management
MS Technology Management

Central European University
Business School
M Sc Information Technology
Business School
MBA Information Technology Management

Central Michigan University
College of Business Administration, Department of Business Information Systems
MS Information Systems

College of Graduate Studies
MSA Information Resource Administration

Champlain College
Graduate Programs
MS Managing Innovation and Information Technology

Charleston Southern University
Program in Business
MBA Information Systems

Chestnut Hill College
School of Graduate Studies
MS Instructional Technology

Chicago State University
College of Education, Department of Reading, Elementary Education, Library Information and Media Studies
MS Ed Library Information and Media Studies

City University
School of Management
MBA Information Systems
MS Computer Systems-Web Programming in E-Commerce

City University of Seattle
School of Management
MBA Technology Management

Claremont Graduate University
School of Arts and Humanities, Department of History
MA Archival Studies

School of Information Systems and Technology
MS E-Commerce
MS Knowledge Management
MS Systems Development
MS Telecommunications and Networking

Clarion University of Pennsylvania
College of Education and Human Services, Department of Library Science
MSLS Library Science

Clark Atlanta University
School of Arts and Sciences, Department of Computer and Information Science
MS Computer and Information Science

MS Information Systems
Graduate School, College of Professional and Continuing Education
MS Information Technology

Graduate School, Department of Geography
MA Geographic Information Systems

School of Business, Program in Business Administration
MBA Management Information Systems

Clarkson University
Graduate School of Business, Program in Management Systems
MS Management Information Systems

Clemson University
College of Business and Behavioral Science, Department of Management
M E Com E-Commerce

Cleveland State University
College of Business Administration
MBA E-Commerce
MCIS Computer and Information Science

Coleman College
Graduate Programs
MS Information Technology

College of Charleston
Graduate School, School of Sciences and Mathematics
MS

College of Saint Rose
Graduate Studies, School of Mathematics and Sciences
MS Computer and Information Science

College of St. Catherine
Graduate Studies
MA Library and Information Science
MA Organizational Leadership in Information Services and Technology

College of St. Scholastica
School of Business and Technology
MA Information Technology Leadership

School of Health Sciences
MA Health Information Management

Colorado State University
College of Business, Department of Computer Information Systems
MSBA Computer Information Systems

Colorado Technical University (multiple campuses)
College of Business and Management
MBA Technology Management
MSM Database Management

College of Information Science and Technology
MSM Information Systems Security
MSM Information Technology

Columbia Southern University
MBA Program
MBA Electronic Business and Technology

Columbia University
College of Physicians and Surgeons and Graduate of Arts and Sciences, Department of Bioinformatics
MA Bioinformatics

Columbia University
School of Continuing Education
MS Information and Archive Management
MS Technology Management

Teachers College
MA Instructional Technology and Media

Concordia University Montreal
Faculty of Engineering and Computer Science
MAsc Information Systems Security

Concordia University Wisconsin
Graduate Studies
MS Information Technology

School of Business and Legal Studies
MBA Management Information Services

Cornell University
Institute for Public Affairs
MPA Science and Technology Policy

Creighton University
College of Business Administration
MS Information Technology

D

Dakota State University
College of Business and Information Systems
MS Information Architecture
MS Information Systems

Dalhousie University
Faculty of Computer Science
MEC E-Commerce
MHI Health Informatics
MS Bioinformatics

Faculty of Management, School of Library and Information Studies
MLIS Library and Information Science

Dallas Baptist University
Graduate School of Business
MBA Management Information Systems
MBA E-Business

Davenport University

Snedden Graduate School
MBA E-Business

DePaul University

Graduate School of Business, School of Accountancy and Management Information Systems
MBA Management Information Systems
MBA E-Business
MS Business Information Technology
MS E-Business

School of Computer Science, Telecommunications, and Information Systems
MS Business Information Technology
MS Computer, Information and Network Security
MS E-Commerce Technology
MS Human-Computer Interaction
MS Information Systems
MS Information Technology
MS Instructional Technology Systems

DeSales University

Graduate Division
MS Information Systems

DeVry University (multiple campuses)

Keller Graduate School of Management
MISM Information Systems Management

Dominican University

Graduate School of Library and Information Science
MBA/MLIS Dual Degree
MLIS Library and Information Science
MLIS/M Div Dual Degree
MLIS/MA Dual Degree
MLIS/MM Dual Degree
MS Knowledge Management
MSCIS Computer Information Systems

School of Business
MSMIS Management Information Systems

Drexel University

College of Information Science and Technology
CAS Information Studies
MS Library and Information Science
MS Software Engineering
MSIS Information Systems

Duke University

School of Nursing
MSN Nursing Informatics

The Graduate School, Department of Computational Biology and Bioinformatics
MS Bioinformatics

E

East Carolina University

College of Education, Department of Library Science and Instructional Technology
CAS Library Science
MA Ed Instruction Technology Specialist
MLS Library Science

Graduate School, College of Technology and Computer Science, Department of Technology Systems
MS Information Assurance
MS Information Security

East Tennessee State University
College of Business and Technology, Department of Computer and Information Sciences
MS Information Systems Science

Eastern Michigan University
College of Arts and Sciences, Interdisciplinary Studies Program
MS Bioinformatics

College of Business, Department of Computer Information Systems
MSIS Computer Information Systems

College of Business, Program in Business Administration
MBA E-Business

Graduate School, College of Technology, School of Technology Studies
MS Technology Studies/Information Assurance

Edinboro University of Pennsylvania
School of Science, Management and Technology, Department of Mathematics and Computer Science
MS Information Technology

Embry-Riddle Aeronautical University Worldwide
Graduate Programs
MS Technology Management

Emory University
Graduate School of Arts and Science, Department of Biostatistics
MPH Public Health Informatics

Emporia State University
School of Library and Information Management
MLIM Legal Information Management
MLS Library Science

Everglades University
Graduate Programs
MIT Information Technology

F

Fairfield University
School of Business
CAS Information Systems and Operations Management
MBA Information Systems and Operations

School of Engineering
MS Management of Technology

Fairleigh Dickinson University, Metropolitan Campus
College of Business
MBA Information Systems

School of Computer Sciences and Engineering
MS Management Information Systems

Ferris State University
College of Allied Health Sciences, School of Nursing
MSN Nursing Informatics

College of Business
MS Information Systems Management

Florida Agricultural and Mechanical University
School of Business and Industry
MBA Management Information Systems

Florida Atlantic University
College of Business, Department of Management, International Business and Entrepreneurship
MBA E-Commerce

Florida Gulf Coast University
College of Business, Program in Computer and Information Systems
MS Information Systems

Florida Institute of Technology
University College
MS Computer Information Systems
MS Management Information Systems
MS Project Management Information Systems

Florida International University
College of Business Administration
MS Management Information Systems

College of Engineering and Computing, School of Computing and Information Sciences
MS; PhD Computer and Information Science

Florida State University
College of Business
M Acc Accounting Information Systems
MS Management Information Systems

College of Information
MS Information Studies
MS Library and Information Science

Graduate Studies, College of Arts and Sciences, Department of Computer Science
MS Information Security

Graduate Studies, College of Social Sciences, Department of Geography
MS Geographic Information Systems

Fordham University
Graduate School of Arts and Sciences, Department of Computer & Information Sciences
MS Computer Science

Graduate School of Business Administration
MBA Information Systems
MBA Information and Communication Systems
MBA Management Systems

Franklin Pierce University
Graduate Studies
MS Information Technology Management

Friends University
Graduate School, Division of Business, Technology, and Leadership
MMIS Management Information Systems

G

Gannon University

School of Engineering and Computer Science
MS Computer and Information Science
MSCIS Computer and Information Science

George Mason University

College of Science, Department of Bioinformatics and Computational Biology
MS Bioinformatics

College of Science, Department of Earth Systems and Geoinformation Sciences
MS Geographic Information Systems

School of Information Technology and Engineering, Department of Computer Science
MS Information Security
MS Information Systems

School of Management
MS Technology Management

School of Public Policy
MA Knowledge Management
MS Organization Development and Knowledge Management

George Washington University

College of Arts and Sciences, Department of Biochemistry and Molecular Biology
MS Bioinformatics

School of Business, Department of Management Science
MBA Information Systems Management
MSIST Management Information Systems

School of Public Health and Health Services, Department of Epidemiology and Biostatistics
MPH Health Informatics

Georgia College and State University

School of Business
MMIS Management Information Systems

Georgia Institute of Technology

College of Architecture
MCRP Geographic Information Systems

College of Computing, School of Computer Science
MS Information Security

College of Computing, School of Interactive Computing
MS Human-Computer Interaction

College of Management
MS Management of Technology

College of Science, School of Biology
MS Bioinformatics

School of Public Policy
MSPP Information and Communications Policy

Georgia Southwestern State University
Graduate Studies, School of Computer and Information Sciences
MS Computer Information Systems

Georgia State University
College of Business, Department of Computer Information Systems
MBA Computer Information Systems
MBA Accounting/Information Systems

College of Business, Program in General Business Administration
MBA Information Systems Consulting

Golden Gate University
School of Business
MBA Information Technology Concentration
MBA Information Technology Management

Goldey-Beacom College
Graduate Programs
MBA Information Technology

Governors State University
College of Business and Public Administration
MS Management Information Systems

Grand Valley State University
College of Engineering and Computing, School of Computing and Information Systems
MS Computer Information Systems
MS Medical and Bioinformatics

Grantham University
Graduate School
MBA Information Management
MS Information Management Technology

H

Harvard University
Extension School
ALM Information Technology

Harvard-MIT
Health Sciences and Technology
MA Biomedical Informatics

Hawaii Pacific University
College of Business Administration
MBA Information Systems
MBA E-Business

College of Professional Studies
MSIS Information Systems

HEC Montreal
School of Business Administration
M Sc Business Intelligence
M Sc Information Systems

Hodges University
Graduate Programs
MCIT Computer Information Technology
MIS Information Systems Management

Hofstra University
School of Business
MBA Management of Information Technology

Holy Family University
School of Business
MS Information Systems Management

Hood College
Graduate School
MS Computer and Information Sciences
MS Management of Information Technology

Howard University
School of Business
MBA Information Systems

Hunter College of the City University of New York
Graduate School, School of Arts and Sciences
MA Geographic Information Systems

I

Idaho State University
College of Arts and Sciences, Department of Geosciences
MS Geographic Information Systems

Idaho State University
College of Business
MS Computer Information Systems

Illinois Institute of Technology
Center for Professional Development
MITM Information Technology and Management

College of Science & Letters, Department of Computer Science
MCS Intelligent Information Systems

College of Science & Letters, Department of Humanities
MS Information Architecture
MS Technical Communication and Information Design

School of Business
MBA Information Management

Illinois State University
College of Applied Science and Technology, School of Information Technology
MS Information Technology

Indiana University, Bloomington
School of Business
MBA Information Systems
MSIS Information Systems

Indiana University, Bloomington
School of Informatics
MS Bioinformatics
MS Cheminformatics
MS Health Informatics
MS Human-computer interaction Design
MS Music Informatics
MS Security Informatics

School of Library and Information Science
MIS Information Science
MIS Library and Information Science
MLS Library Science

School of Public Affairs and Environmental Sciences
MPA Information Systems

Indiana University, Purdue University Indianapolis
School of Informatics
MS Bioinformatics
MS Health Informatics
MS Human-Computer Interaction

School of Library and Information Science
MLS Library Science

Indiana University, South Bend
School of Business and Economics
MS Management of Information Technologies

Instituto Tecnológico y de Estudios Superiores de Monterrey (multiple campuses)
Graduate Programs
MAIT Administration of Information Technologies
MLIS Library and Information Science
MLIS Management of Information Technology

Inter American University of Puerto Rico, San German Campus
Graduate Programs
MBA Management Information Systems
MLS Library Science

Iona College
School of Business
MBA Information Systems

Iowa State University of Science and Technology
College of Business
MS Information Systems

Graduate College, Interdisciplinary Program
MS Information Assurance

Graduate College, Interdisciplinary Programs
MS Human-Computer Interaction

J

John Marshall Law School
Graduate and Professional Programs
LL M Information Technology
MS Information Technology and Privacy Law

Johns Hopkins University
Business School, Department of Information Technology
MS Information Technology and Telecommunications Systems

School of Engineering
MS Bioinformatics
MS Information Systems and Technology
MS Security Informatics

School of Medicine, Division of Health Sciences Informatics
MS Health Sciences Informatics

School of Public Health
MHS Bioinformatics

Jones International University
Graduate School of Business Administration
MBA Information Security Management

K

Kansas State University
Graduate School, College of Engineering, Department of Computer and Information Sciences
MS Computer Science

Kean University
Graduate College
MSMIS Management Information Systems

Kennesaw State University
College of Science and Mathematics
MS Information Systems

Kent State University
College of Communication and Information, School of Library and Information Science
MLIS Library Science

Research and Graduate Studies
MS Information Architecture & Knowledge Management

Kentucky State University
College of Professional Studies
MPA Management Information Systems

Kettering University
Graduate Programs, Department of Business
MSIT Information Technology

Knowledge Systems Institute
Graduate School
MS Bioinformatics
MS Computer and Information Sciences
MS Information Security
MS Knowledge Management
MS Management Information Systems

Kutztown University of Pennsylvania
College of Graduate Studies
MLS Library Science

L

La Salle University
School of Arts and Sciences
MS Computer Information Science
MS Information Technology Leadership

Lamar University
College of Business
MBA Information Systems

Lawrence Technological University
College of Management
MS Information Systems
MS Information Technology

Lehigh University
College of Business and Economics
MS Accounting and Information Analysis

Lindenwood University
Graduate Programs, Division of Management
MBA Management Information Systems
MS Management Information Systems

Loma Linda University
School of Allied Health Professions, Department of Health Informatics
MHIS Health Informatics

Long Island University, C.W. Post Campus
College of Information and Computer Science
MS Information Systems

College of Management, School of Business
MBA Management Information Systems

Palmer School of Library and Information Science
MS Library and Information Science
MS Library Media Specialist

Long Island University, Westchester Graduate Campus
Graduate Campus
MS Library and Information Science

Louisiana State University
School of Library and Information Science
MLIS Library and Information Science

Louisiana State University and Agricultural and Mechanical College
College of Business, Department of Information Systems and Decision Sciences
MS Information Systems and Decision Sciences

Loyola University, Chicago
Graduate School, Department of Computer Science
MS Information Technology

Graduate School of Business
MS Information Systems and Operations Management

M

Mansfield University of Pennsylvania
Office of Graduate Studies
M Ed School Library and Information Technologies

Marist College
School of Computer Science and Mathematics
MS Information Systems

Marlboro College
Graduate Center
MS Information Technologies

Marquette University
Graduate School of Arts and Sciences
MS Bioinformatics

Marshall University
College of Information, Technology and Engineering
MS Information Systems
MS Technology Management

Marymount University
School of Arts and Sciences, Program in Computer Science
MS Computer Security and Information Assurance

School of Business Information
MS Information Systems

Maryville University of St. Louis
School of Business
MBA E-Business

Marywood University
Communication Arts Department
MS Information Science
Graduate Studies, Department of Business and Managerial Science
MBA Management Information Systems
MS Management Information Systems

McGill University
Faculty of Management
MBA Information Systems

Faculty of Science, Department of Biology
M Sc Bioinformatics

Graduate School of Library and Information Studies
MLIS Library and Information Science

Medical College of Georgia
School of Allied Health Sciences, Department of Health Information Management
MPH Health Informatics

Medical College of Wisconsin
Graduate School of Biomedical Sciences
MS Bioinformatics

Medical University of South Carolina
College of Graduate Studies, Department of Biostatistics, Bioinformatics, and Epidemiology
MS Bioinformatics

Metropolitan State University
College of Management
MBA Management Information Systems

Metropolitan State University
College of Management
MMIS Information Management
MMIS Systems Management

Miami University
School of Business Administration
MBA Management Information Systems

Michigan State University
College of Communication Arts & Sciences, Department of Telecommunication, Information Studies, &
Media
MA Telecommunication, Information Studies and Media

Middle Tennessee State University
College of Business, Department of Accounting
MS Information Systems

College of Business, Department of Computer Information Systems
MS Computer Information Systems

Milwaukee School of Engineering
School of Business
MS Medical Informatics

Minot State University
Graduate School
MSIS Information Systems

Mississippi Valley State University
College of Arts and Sciences, Department of Natural Science and Environmental Health
MS Bioinformatics

Missouri State University
College of Business Administration, Department of Computer Information Systems
MS Computer Information Systems

Montclair State University
College of Science and Mathematics, Department of Computer Science
MS Informatics

School of Business, Department of Management Information Systems
MBA Management Information Systems

Morehead State University
College of Business, Department of Information Systems
MSIS Information Systems

Morgan State university
School of Computer, Mathematical and Natural Sciences, Department of Computer Science
MS Bioinformatics

Murray State University
College of Science, Engineering, and Technology
MS Management of Technology

N

National University
School of Engineering and Technology, Department of Computer Science and Information Systems
MS Information Systems

Naval Postgraduate University
Graduate School of Operational and Information Sciences
MS Information Systems and Operations
MS Information Technology Management
MS Information Warfare Systems Engineering/Electronic Warfare Systems Engineering

New Jersey Institute of Technology
College of Computing Sciences
MS Bioinformatics
MS Information Systems

New York Institute of Technology
School of Management
MBA Accounting and Information Systems
MBA Management of Information Systems

New York Medical College
School of Public Health, Department of Epidemiology and Biostatistics
MPH Health Informatics

New York University
College of Nursing
MS Nursing Informatics

School of Business, Department of Information, Operations and Management Sciences
MBA Information Systems

North Carolina Central University
School of Library and Information Sciences
MIS Information Systems
MLS Library Science

North Carolina State University
College of Agriculture and Life Science and College of Engineering and College of Natural Resources
MS Bioinformatics

College of Management
MBA Information Technology Management

College of Natural Resources, Department of Parks, Recreation and Tourism Management
MS Geographic Information Systems

North Central College
Graduate Programs, Department of Business
MS Management Information Systems

North Dakota State university
College of Agriculture, Food Systems and Natural Resources
MS Bioinformatics

Northeastern University

College of Arts and Sciences
MS Bioinformatics

College of Computer and Information Science
MS Health Informatics
MS Information Assurance

College of Engineering
MS Information Systems

Northern Arizona University

College of Business Administration
MBA Management Information Systems

Northern Illinois University

College of Business, Department of Operations Management and Information Systems
MS Management Information Systems

Northern Kentucky University

College of Informatics
MS Business Informatics
MS Health Informatics
MS Media Informatics

Northwest Missouri State University

College of Arts and Science, Department of Geology/Geography
MS Geographic Information Systems

College of Business and Professional Studies
MBA Information Technology

Northwestern University

School of Engineering and Applied Science, Department of Electrical Engineering and Computer Science
MS Information Technology

The Graduate School, Department of Biology
MS Bioinformatics

Norwich University

School of Graduate Studies
MS Information Assurance

Nothern Arizona University

College of Social and Behavior Sciences, Department of Geography, Planning, and Recreation
MS Geographic Information Systems

Nova Southeastern University

Graduate School of Computer and Information Sciences
MS Computer Information Systems
MS Information Security
MS Management Information Systems

O

Oakland University

School of Business Administration, Department of Decision and Information Sciences
MS Information Technology Management
MS Information Systems Engineering

Ohio State University
College of Business, Department of Accounting and Management Information Systems
MA Management Information Systems

College of Engineering, Department of Computer Science and Engineering
MS Computer and Information Science

Oklahoma City University
School of Business, Program in Business Administration
MS Accounting Information Systems

Oklahoma State University
School of Business, Department of Management Science and Information Systems
MS Management Information Systems

Old Dominion University
College of Education
MS Ed Library Science

Oregon Health & Science University
School of Medicine, Graduate Program in Medicine, Department of Medical Informatics & Clinical
Epidemiology
MS Biomedical Informatics

P

Pace University
School of Business
MBA Information Systems

School of Computer Science and information Systems
MS Information Systems

Pacific Lutheran University
School of Business
MBA Technology and Innovation Management

Pacific States University
College of Business
MBA Management of Information Technology

College of Computer Sciences
MS Information Systems

Parie View A&M University
College of Engineering
MS Computer Information Systems

Park University
College of Graduate and Professional Studies
MBA Management Information Systems
MPA Management of Information Systems

Penn State, Great Calley
Graduate Studies, Engineering Division
MS Information Systems

Penn State, Harrisburg

School of Business Administration
MS Information Systems

School of Public Affairs
MPA Information Resource Management

Poly Technic University of Puerto Rico

Graduate School
MBA Management Information Systems

Polytechnic University, Brooklyn Campus

Graduate Programs, Department of Chemical and Biological Engineering
MS Bioinformatics

Graduate Programs, Department of Computer Information Science
MS Cybersecurity
MS Information Systems Engineering
MS Telecommunications and Information Management

Polytechnic University, Westchester Graduate Center

Graduate Programs, Department of Computer and Information Science
MS Information Systems Engineering

Pontifical Catholic University of Puerto Rico

College of Business Administration
MBA Management Information Systems

Prairie View A&M University

College of Engineering
MSCIS Computer Information Systems

Pratt Institute

School of Information and Library Science
MS Digital Technology, Knowledge Organization & Systems
MSLIS Cultural Informatics
MSLIS Library and Information Science

Purdue University

Graduate School, Center for Education and Research in Information Assurance and Security
MS Information Security

School of Management, Department of Management
MBA Management Information Systems

Q

Queens College of the City University of New York

Graduate School of Library and Information Studies
MLS Library Science

Quinnipiac University

School of Business
MBA Information Systems Management

School of Communications
MS Interactive Communications

R

Regis University

School for Professional Studies
MS Software and Information Systems
MSOL IT Leadership and Management Specialization

School of Computer and Information Sciences
MS Information Assurance
MS Information Technology Management

School of Management
MSOL IT Leadership and Management Specialization

Rensselaer at Hartford

Department of Computer Science and Information Science
MS Information Technology

Rensselaer Polytechnic Institute

Department of Language, Literature, and Communication
MS Human-Computer Interaction

School of Management and Technology
MBA Management Information Systems

Rice University

School of Engineering, Department of Computer Science
MCS Bioinformatics

Rivier College

Department of Mathematics and Computer Science
MS Computer Information Systems
MS Information Technology

Robert Morris University

Department of Computer and Information Systems
MS Communications and Information Systems
MS Competitive Intelligence Systems
MS Information Security and Assurance
MS Information Systems Management
MS Internet Information Systems
MS IT Project Management

Rochester Institute of Technology

College of Business
MBA Management Information Systems

College of Computing and Information Sciences
MS Computer Security and Information Assurance
MS Information Technology
MS Learning and Knowledge Management Systems

College of Science, Department of Biological Sciences
MS Bioinformatics

Roosevelt University

College of Business Administration
MS Information Systems

Royal Roads University
Faculty of Management
MBA Digital Technologies Management

School of Business
MBA Executive Management/Knowledge Management

Rutgers, The State University of New Jersey, New Brunswick
School of Communication, Information, and Library Studies
MCIS Communications and Information Studies
MITI Information Technology and Informatics
MLIS Library and Information Science

Business School, Department of Management Science and Information Systems
MIT Information Technology

S

Sacred Heart University
College of Arts and Sciences, Department of Computer Science and Information Technology
MS Information Technology

Saint Joseph's University
School of Business
MBA Information Systems
MBA E-Business

Saint Leo University
Graduate Business Studies
MBA Information Security Management

Saint Mary's University of Minnesota
School of Graduate and Professional Programs, Department of Resource Analysis
MS Geographic Information Systems

Saint Peter's College
MBA Programs
MBA Management Information Systems

Saint Xavier University
School of Arts and Sciences, Department of Mathematics and Computer Science
MS Internet Information Systems

School of Management
MBA E-Commerce

Salem International University
School of Business
eMBA Information Security

Sam Houston State University
College of Arts and Sciences, Department of Computer Science
MS Computing and Information Science

San Diego State University
College of Business Administration, Department of Information and Decision Systems
MS Information and Decision Systems

San Jose State University
School of Library and Information Science
MLIS Library and Information Science

Santa Clara University

School of Business
MSIS Information Systems

Schiller International University
Graduate Programs
MBA Management of Information Technology
MBA Information Technology

Seattle Pacific University
School of Business and Economics
MS Information Systems Management

Seton Hall University
School of Business
MBA Information Systems

Shippensburg University of Pennsylvania
College of Arts and Sciences, Department of Computer Science
MS Information Studies

Simmons College
Graduate School of Library and Information Science
MS School Library Teacher

Simon Fraser University
Faculty of Applied Sciences
M Sc Information Technology

South Arkansas University, Magnolia
Graduate Programs
MS Computer and Information Sciences

Southeastern University
College of Graduate Studies
MBA Management Information Systems

Southern Arkansas University-Magnolia
Graduate Programs
M Ed Library Media and Information Specialist
MS Computer and Information Sciences

Southern Connecticut State University
School of Communication, Information and Library Science
JD/MLS Dual Degree
MLS Library Science
MLS/MA Dual Degree
MLS/MS Dual Degree
MS Instructional Technology

Southern Illinois University Carbondale
College of Science, Department of Computer Science
MS Computer Science

Southern Illinois University Edwardsville
School of Business, Department of Computer Management and Information Systems
MS Computer Management and Information Systems
MBA Management Information Systems

Southern Methodist University
School of Engineering, Department of Engineering Management, Information, and Systems
MS Information Technology

Southern New Hampshire University
School of Business
MS Information Technology

Southern Polytechnic State University
School of Arts and Sciences
MS Information Design and Communication

School of Engineering, Technology and Management
MBA Management Information Systems

Southern University and Agricultural and Mechanical College
College of Sciences, Department of Computer Science
MS Computer Information Systems

St Edward's University
School of Management and Business
MS Management Information Systems

St. Ambrose University
College of Business
MS Computer Information Systems and Decision Sciences

St. Edward's University
School of Management and Business, Area of Business Administration
MBA Information Technology Management

St. John's University
College of Business, Department of Computer Information Systems and Decision Sciences
MBA Computer Information Systems for Managers

College of Liberal Arts & Sciences
MLS Library and Information Science

Stanford University
School of Medicine, Graduate Programs in Medicine
MS Biomedical Informatics

State University of New York at Oswego
Graduate Studies, College of Arts and Sciences
MS Human-Computer Interaction

State University of New York Institute of Technology
School of Business
MBA Information Design and Technology

School of Information Systems and Engineering Technology
MS Computer and Information Science

Stevens Institute of Technology
School of Sciences and Arts, Department of Chemistry and Chemical Biology
MS Bioinformatics

School of Technology Management
MBA Entrepreneurial Information Technology
MBA Information Technology in Financial Services
MBA Information Technology in the Pharmaceutical Industry
MBA Information Management

MS Information Security
MS Information Technology
MS Integrated Information Architecture

Stony Brook University, State University of New York
College of Engineering and Applied Sciences, Department of Computer Science
MS Information Systems

Graduate School, College of Business, School for Management and Policy
MS Technology Management

Stratford University
Graduate Programs
MS Information Systems

Strayer University
Business School
MS Information Systems
MS Management Information Systems

Sullivan University
School of Business
MS Management of Information Technology

Syracuse University
Maxwell School
MPA Technology and Information Management

School of Information Studies
MS Information Management
MS Library and Information Science

T

Tarleton State University
College of Business Administration, Department of Computer Information Systems
MS Information Systems

Temple University
College of Science and Technology, Department of Computer and Information Sciences
MS Computer and Information Science

School of Business and Management
MBA Management Information Systems

Texas A&M International University
College of Business Administration
MSIS Library Science

Texas A&M University, Commerce
College of Arts and Sciences, Department of Computer Science and Information Systems
MS Management Information Systems

Texas State University, San Marcos
College of Liberal Arts
MPA Government Information Systems

Graduate School, College of Liberal Arts, Department of Geography
MAG Geographic Information Systems

Texas Tech University
College of Arts and Sciences, Department of Biological Sciences
MS Bioinformatics

College of Business Administration
MBA Management Information Systems
MS Management Information Systems

Texas Woman's University
School of Library and Information Studies
MA Library Science
MLS Library Science

The Citadel, the Military College of South Carolina
College of Graduate and Professional Studies, Department of Mathematics and Computer Science
MS Computer and Information Science

The Pennsylvania State University
College of Information Sciences and Technology
MS Information Sciences and Technology

The University of Akron
Graduate School, College of Arts and Sciences, Department of Geography and Planning
MS Geographic Information Systems

The University of Montana
Graduate School, College of Arts and Sciences, Department of Geography
MA Geographic Information Systems

The University of Texas at Dallas
School of Economic, Political and Policy Sciences
MS Geographic Information Systems

Touro University International
College of Business Administration, Program in Business Administration
MBA Information Technology Management

College of Health Sciences, Program in Health Sciences
MS Health Informatics

College of Information Systems
MS Information Technology Management

Towson University
Graduate School, Program in Applied Information Technology
MS Applied Information Technology

Trevecca Nazarene University
School of Education
MLI Sc Library and Information Science

Trinity (Washington) University
School of Professional Studies
MS Information Security Management

Troy University
College of Arts and Sciences
MS Computer and Information Science

U

United States International University (Nairobi)
School of Business Administration
MBA Information Technology Management

University of Medicine and Dentistry of New Jersey
School of Nursing
MSN Nursing Informatics

Universite de Moncton
Faculty of Science, Information Technology Programs
M Sc Information Technology

Universite de Montreal
School of Library and Information Sciences
MBSI Information Sciences

Universite de Sherbrooke
Faculty of Administration
M Sc Management Information Systems

Universite de Sherbrooke
Faculty of Sciences, Centre de Formation en Technologies de L'information
MS Information Technology

Universite du Quebec a Montreal
Graduate Programs
M Sc Management Information Systems

Universite Laval
Faculty of Administrative Sciences, Programs in Business Administration
MBA Information Technology Management
MBA E-Business

University at Albany, State University of New York
College of Arts and Sciences, Department of Geography and Planning
MA Geographic Information Systems

College of Computing and Information
CAS Information Science and Policy
MLS Library Science
MS Information Science
MS Informatics
MS Information Studies

School of Business, Department of Information Technology Management
MBA Information Technology Management

University at Buffalo, State University of New York
Graduate School of Education
MLS Library and Information Science

School of Management
MS Management Information Systems

University of Akron
College of Business Administration, Department of Management
MBA Management Information Systems

University of Alabama
School of Library and Information Studies
MLIS Library and Information Science

University of Alabama, Birmingham
School of Health Professionals, Department of Health Services Administration
MS Health Informatics

School of Natural Sciences and Mathematics, Department of Computer and Information Sciences
MS Computer and Information Sciences

University of Alabama, Huntsville
College of Administrative Science, Department of Management Information Systems
MSMIS Management Information Systems

University of Alberta
Faculty of Extension
MACT Communications & Technology

School of Library and Information Studies
MLIS Library and Information Science

University of Arizona
College of Business and Public Administration, Graduate School of Management
MBA Management Information Systems

School of Information Resources and Library Science
MA Information Resources and Library Science

University of Arkansas
College of Business Administration, Department of Information Systems
MIS Information Systems

University of Arkansas at Little Rock
College of Business Administration
MIS Management Information Systems

College of Engineering and Information Technology
MS Bioinformatics
MS Information Quality

University of Baltimore
Graduate School, The Yale Gordon College of Liberal Arts, School of Information Arts and Technologies
MS Human-Computer Interaction

School of Business, Department of Information and Quantitative Sciences
MS Business/Management Information Systems

University of British Columbia
School of Library, Archival and Information Studies
MLIS/MAS Dual Degree
MLIS Library and Information Science

University of California, Berkeley
School of Information
MIMS Information Management and Systems

University of California, Davis
Graduate Studies, Graduate Group in Health Informatics
MS Health Informatics

University of California, Irvine
The Donald Bren School of Information and Computer Sciences
MS Information and Computer Science
MS Informatics

University of California, Los Angeles
Graduate School of Education and Information Studies
MLIS Library and Information Science
MBA/MLIS Dual Degree
MLIS Archival Studies
MLIS Informatics
MLIS Library Studies
MLIS/MA Dual Degree

University of California, Riverside
Graduate Division, Graduate Program in Genetics, Genomics, and Bioinformatics
MS Bioinformatics

University of California, San Francisco
School of Pharmacy and Graduate Division
MS Biological and Medical Informatics

University of California, Santa Cruz
Division of Graduate Studies, School of Engineering
MS Bioinformatics

University of Central Arkansas
College of Education, Program in Education Media and Library Science
MS Education Media and Library Science

University of Central Florida
College of Business Administration, Department of Management Information Systems
MS Management Information Systems

University of Central Missouri
College of Business Administration, Department of Computer Information Systems
MS Information Technology

College of Education, Department of Educational Leadership and Human Development
MS Library Science and Information Services

University of Cincinnati
College of Business, Department of Information Systems
MBA Information Systems
MBA E-Business
MS Information Systems

University of Colorado at Colorado Springs
Graduate School of Business Administration
MBA Information Systems

University of Colorado at Denver
Business School
MBA Information Systems
MS Information Systems

College of Engineering and Applied Science, Department of Civil Engineering
M Eng Geographic Information Systems

School of Education and Human Development
MA Information and Learning Technologies

University of Dallas

Graduate School of Management
MBA Information Technology
MBA Information Assurance
MS Information Technology Service Management

University of Delaware

College of Arts and Sciences, Department of Computer and Information Science
MS Computer and Information Science

College of Business & Economics, Department of Accounting & Management Information Systems &
Department of Electrical & Computer Engineering
MS Information Systems and Technology Management

University of Denver

College of Business, Department of Information Technology and Electronic Commerce
MBA Information Technology
MS Business Intelligence

College of Education
MLIS Library and Information Science

University College
MAS Computer Information Systems
MAS Geographic Information Systems
MAS Knowledge and Information Technologies
MS Knowledge and Information Technologies
MS Security Management

University of Detroit Mercy

College of Business Administration
MSCIS Computer Information Systems

University of Florida

College of Business Administration, Department of Information Systems and Operations Management
MS Decision and Information Sciences
MBA Decision and Information Sciences

College of Engineering and College of Liberal Arts & Sciences, Department of Computer & Information
Science & Engineering
MS Information Science

University of Georgia

Teerry College of Business
Master Internet Technology

University of Great Falls

Graduate Studies
MS Information Systems

University of Guelph

College of Physical and Engineering Science, Department of Computing and Information Science
M Sc Computer and Information Science

University of Hawaii at Manoa

College of Business
M Acc Information Systems
MBA Information Technology
MBA Information Management

Library and Information Science Program
MLI Sc Library and Information Science

University of Houston
College of Business
MBA Decision and Information Sciences

University of Houston-Clear Lake
School of Business
MS Management Information Systems

School of Education, Program in Curriculum and Instruction
MS School Library and Information Science

University of Idaho
College of Graduate Studies, Program in Bioinformatics and Computational Biology
MS Bioinformatics

University of Illinois at Chicago
School of Business, Department of Information and Decision Sciences
MS Management Information Systems

University of Illinois at Springfield
College of Business and Management
MS Management Information Systems

University of Illinois at Urbana-Champaign
Graduate School of Library and Information Science
MS Biological Informatics
MS Library and Information Science

University of Iowa
College of Business, School of Management
MBA Management Information Systems

Graduate College, Program of Informatics
MS Bioinformatics
MS Health Informatics
MS Information Science

School of Library and Information Science
MA Library and Information Science

University of Kansas
School of Business
MAIS Accounting and Information Systems

School of Engineering, Department of Electrical Engineering and Computer Science
MS Information Technology

University of Kentucky
College of Communications and Information Studies
MA Library Science
MSLS Library Science

University of La Verne
College of Business and Public Administration
MBIT Business Information Technology
MBA Information Technology
MHA Information Management

University of Lethbridge
 School of Graduate Studies
 MScM Information Systems
 M Sc Computer science and GIS

University of Maine
 Interdisciplinary Program in Information Systems
 MS Information Systems

University of Management and Technology
 Program in Computer Science and Information Technology
 MS Information Technology
 MS Information Technology Project Management
 MS Management Information Systems

University of Mary Hardin-Baylor
 College of Business, Graduate Studies in Information Systems
 MS Information Systems

University of Mary Washington
 College of Graduate and Professional Studies
 MSMIS Management Information Systems

University of Maryland
 College of Information Studies
 HiLS History and Library Science
 MIM Information Management
 MS Library Science

University of Maryland University College
 Graduate School of Management and Technology
 MS Financial Management and Information Systems
 MS Health Informatics

University of Maryland, Baltimore Country
 Graduate School, College of Engineering and Information Technology, Department of Information Systems
 MS Information Systems

University of Medicine and Dentistry of New Jersey
 School of Health Related Professions, Department of Health Informatics
 MS Biomedical Informatics

University of Memphis
 College of Business and Economics, Program in Business Administration
 MBA Management Information Systems
 MS Management Information Systems

Graduate School, College of Arts and Sciences, Department of Mathematical Sciences
 MS Bioinformatics

University of Miami
 School of Business Administration, Program in Business Administration
 MBA Computer Information Systems
 MS Computer Information Systems

University of Michigan
 Medical School and Horace H. Rackham School of Graduate Studies, Program in Bioinformatics
 MS Bioinformatics

School of Information
 MS Archives and Records Management
 MS Human-Computer Interaction

MS Information
MS Information economics, management and policy
MS Library and Information Science

University of Michigan, Dearborn
College of Engineering and Computer Science, Department of Computer and Information Science
MS Computer and Information Science
MS Information Systems and technology

University of Michigan, Flint
College of Arts and Sciences, Program in Computer and Information Systems
MS Information Systems

University of Minnesota, Twin Cities Campus
Graduate School, College of Liberal Arts, Department of Geography
MGIS Geographic Information Systems

Graduate School, Program in Health Informatics
MS; MHI Health Informatics

Institute of Technology, Department of Computer Science and Engineering
MS Computer and Information Science

School of Management
MBA Information and Decision Systems

University of Mississippi
School of Business Administration
MBA Systems Management

University of Missouri, Kansas City
School of Computing and Engineering
MS Informatics

University of Missouri, Rolla
Graduate School, School of Management and Information Systems
MS Management Information Systems

University of Missouri-Columbia
Graduate School, Department of Health Management and Informatics
MHA Health Informatics

School of Information Science and Learning Technologies
MA Library Science

University of Missouri-St. Louis
College of Business Administration
MS Management Information Systems

University of Nebraska at Omaha
College of Information Science and Technology, Department of Information Systems & Quantitative Analysis
MS Management Information Systems

University of Nevada, Las Vegas
College Engineering, School of Informatics
MS Informatics

College of Business, Department of Management Information Systems
MS Management Information Systems

College of Education, Department of Curriculum and Instruction
M Ed Library Science
MS Library Science

University of New Brunswick, St. John
Faculty of Business
MBA E-Commerce

University of New Haven
College of Engineering, Program in Computer and Information Science
MS Management Information Systems

University of New Mexico
Graduate School of Management
MBA Marketing, Information and Decision Science

University of North Carolina at Charlotte
Graduate School, College of Computing and Informatics, Department of Software and Information Systems
MS Information Technology

University of North Carolina Wilmington
College of Arts and Science, Program in Computer Science and Information Systems
MS Information Systems
MS Computer Science and Information Systems

University of North Carolina, Chapel Hill
School of Information and Library Science
MS Information Science
MSLS Library Science

University of North Carolina, Greensboro
School of Business and Economics, Department of Information Systems and Operations Management
MS Information Technology and Management

School of Education, Department of Library and Information Studies
MLIS Library and Information Science

University of North Florida
College of Computing, Engineering, and Construction
MS Computer and Information Science

University of North Texas
College of Business Administration, Department of Information Technology and Decision Sciences
MS Information Technology

School of Library and Information Sciences
MS Information Science
MS Library Science

University of Northern Virginia
Graduate Programs
MS Information Systems Technology

University of Oklahoma
College of Arts and Sciences
MLIS Library and Information Science

College of Business, Division of Management Information Systems
MS Management Information Systems

College of Journalism and Mass Communication
MA Information Gathering and Distribution

University of Oregon
Graduate School, College of Arts and Science, Department of Computer and Information Science
MS; MA Computer and Information Science

Interdisciplinary Program in Applied Information Management
MS Information Management

University of Pennsylvania
School of Business
MBA Information Strategy and Economics

School of Engineering and Applied Sciences, Department of Computer and Information Science
MCIT; MSE; PhD Computer and Information Science

University of Phoenix (multiple campuses)
School of Business
MMIS Information Systems
MBA E-Business
MIS Information Management

University of Pittsburgh
Graduate School of Business
MBA Management Information Systems
MS Management Information Systems

School of Information Sciences
MLIS Library and Information Science
MS Information Science and Technology
MS Information Technology

School of Medicine, Biomedical Informatics Training Program
MS Bioinformatics

University of Puerto Rico
College of Health Related Professionals
MS Health Information management

Graduate School of Information Sciences and Technologies
MLS Librarianship and Information Services

University of Redlands
College of Arts and Sciences
MS Geographic Information Systems

School of Business
MS Information Technology

University of Rhode Island
Graduate School of Library and Information Studies
MLIS Library and Information Science

University of San Francisco
College of Professional Studies
MS Information Systems

Graduate School of Management, Program in Business Administration
MBA E-Business

University of Scranton
College of Graduate and Continuing Education
MBA Management Information Systems

University of South Alabama
Graduate School, School of Computer and Information Sciences
MS Information Systems

University of South Carolina
School of Library and Information Science
MLIS Library and Information Science
MLIS/MA Dual Degree

University of South Florida
College of Business Administration
MS Management Information Systems

College of Medicine and Graduate School, Programs in Medical Sciences
MS Bioinformatics

School of Library and Information Science
MA Library and Information Science

University of Southern California
School of Business, Department of Information and Operations Management
MS Information and Operations Management

School of Policy, Planning, and Development
MPA Information Technology Management

University of Southern Mississippi
School of Library and Information Science
MLIS Library and Information Science

University of St. Thomas
Graduate Programs in Software
MSDD Information Systems

University of Tampa
College of Business
MBA Information Systems Management

University of Tennessee, Knoxville
College of Communication
MS Communication and Information

School of Information Sciences
MS Information Science

University of Texas at Arlington
College of Business Administration
MBA Information Systems
MS Information Systems

University of Texas at Austin
School of Information
MS Information Studies

University of Texas at Dallas
School of Management
MS Information Technology and Management

University of Texas at Dallas
School of Management, Program in Accounting and Information Management
MS Accounting and Information Management

University of Texas at El Paso
College of Engineering, Department of Computer Science
MIT Information Technology

College of Science, Department of Biological Sciences, Program in Bioinformatics
MS Bioinformatics

University of Texas at San Antonio
College of Business, Department of Information Systems and Technology Management
MBA Information Systems

College of Business, Department of Information Systems and Technology Management
MSIT Information Technology

University of Texas Health Science Center at Houston
School of Health Information Sciences
MS Health Informatics

University of Texas Medical Branch
Graduate School of Biomedical Sciences, Program in Biochemistry and Molecular Biology
MS Bioinformatics

University of Texas, Pan-American
College of Business Administration
MS Computer Information Systems

University of the Incarnate Word
School of Interactive Media & Design
MS Computer Information Systems

School of Nursing and Health Professions
MSN Health Informatics

University of the Sacred Heart
Department of Business Administration
MBA Management Information Systems

University of the Sciences in Philadelphia
College of Graduate Studies, Program in Bioinformatics
MS Bioinformatics

University of the West
Department of Business Administration
MBA Information Technology and Management

University of Toledo
College of Business Administration, Department of Information Systems, Marketing, E-Commerce and Sales
MBA Information Systems

College of Medicine, Department of Microbiology and immunology
MS Bioinformatics

University of Toronto
Faculty of Information Studies
JD/MI St Dual Degree
MHI Health Informatics
MI St Information Studies

University of Utah
School of Medicine & The Graduate School, Department of Biomedical Informatics
MS Bioinformatics

University of Victoria
Faculty of Graduate Studies, Faculty of Human and Social Development, School of Health Evaluation
Sciences
MS Health Informatics

University of Virginia
School of Commerce
MS Management of Information Technology

University of Washington
Information School
MLIS Library and Information Science
MS Information Management

School of Medicine and Graduate Programs in Medicine, Department of Education and Health Informatics
MS Bioinformatics
MS Health Informatics

University of Waterloo
Graduate Studies, Faculty of Engineering, Department of Management Sciences
MA Sc Information Systems

University of Western Ontario
Faculty of Information and Media Studies
MLIS Library and Information Science

University of Wisconsin, Milwaukee
College of Health Sciences, Interdepartmental Program in Healthcare Informatics
MS Health Informatics

College of Letters and Science, Department of Geography
MS Geographic Information Systems

University of Wisconsin-Madison
School of Business
MBA Information Systems

School of Library and Information Studies
MA Library and Information Science

University of Wisconsin-Milwaukee
School of Information Studies
MLIS Library and Information Science
MLIS/MA Dual Degree
MLIS/MM Dual Degree
MLIS/MS Dual Degree

University of Wisconsin-Oshkosh
College of Business Administration
MS Information Systems

University of Wisconsin-Parkside
School of Business and Technology
MS Computer Information Systems

University of Wisconsin-Stout
Graduate School, College of Technology, Engineering, and Management
MS Information and Communication Technologies

University of Wisconsin-Whitewater
College of Business and Economics
MBA Information Technology Management

University of North Carolina, Charlotte
Graduate School, College of Computing and Informatics, Department of Software and Information Systems
MS Information Technology

Utah State University
College of Business, Department of Business Information Systems
MS Business Information Systems

V

Valdosta State University
The Graduate School
MLIS Library and Information Science

Vanderbilt University
Graduate School, Department of Biomedical Informatics
MS Bioinformatics

School of Nursing
MSN Nursing Informatics

Virginia College at Birmingham
Virginia College Online
MC Cybersecurity

Virginia Commonwealth University
Center for the Study of Biological Complexity
MS Bioinformatics

School of Business
MS Information Systems

Virginia Polytechnic and State University
Graduate School, Department of Computer Science
MIS Information Systems

College of Business, Department of Business Information Technology
MS Business Information Technology

Graduate School, Intercollege
MIT Information Technology
MS Bioinformatics

WXYZ

Walsh College of Accountancy and Business Administration
Graduate Programs
MSBIT Business Information Technology

Washington State University
College of Business, Department of Accounting and Business Law
M Acc Accounting and Information Systems

Wayland Baptist University
Graduate Programs in Business Administration/Management
MBA Management Information Systems

Wayne State University
College of Liberal Arts & Sciences
MPA Information Technology Management

Library and Information Science Program
MLIS, Spec Library and Information Science
MS, Spec Library Science

Webster University
School of Business and Technology
MBA Computer Resources and Information Management
MA Computer Resources and Information Management

West Chester University of Pennsylvania
School of Business and Public Affairs, Program in Business Administration
MBA Technology and Electronic Commerce

West Virginia University
College of Arts and Sciences, Department of Geology and Geography
MA Geographic Information Systems

Western Governors University
Programs in Business
MBA Information Technology Management

Western International University
Graduate Programs in Business
MBA Information Technology
MS Information Technology

Wilmington College
Division of Business
MBA Management Information Systems

Graduate Programs, Division of Information Technology and Advanced Communications
MS Management Information Systems
MS Information Systems Technologies

Winston-Salem State University
School of Graduate Studies, Department of Computer Science
MS Computer Science and Information Technology

Worcester Polytechnic Institute
Department of Management
MS Information Technology

Wright State University
College of Business, Department of Information Systems and Operations Management
MIS Information Systems

Department of Teacher Education
M Ed Library and Media

Xavier University
College of Business, MBA Program
MBA Management Information Systems
MBA E-Business

Yale University
School of Medicine and Graduate School of Arts and Science
MS Bioinformatics

Appendix B: Information School Programs

Programmatic information, including degrees offered, core curriculum, goals and objectives, as well as research institutes and accreditation was gathered from the institution's website. Where available, the number of faculty, their research areas, research expenditures, and the number and type of students was also retrieved from the institution website; where not available, information was gathered from *Peterson's* on-line guide to graduate schools (http://www.petersons.com/graduate_home.asp?path=gr.home). In some cases the available information was incomplete.

University of California, Berkeley

School of Information

Degrees offered	<ul style="list-style-type: none">• Master of Information Management and Systems (MIMS)• PhD
Program focus	<ul style="list-style-type: none">• Information design and architecture• Information assurance• Social studies of information• Human-computer interaction• Information economics and policy
Core curriculum	<ul style="list-style-type: none">• Information organization and retrieval• Social and organizational issues of information• Information law and policy• distributed computing applications and infrastructure• Analysis of information systems
Goals and Objectives	<ul style="list-style-type: none">• Prepare leaders and pioneer solutions to the challenges of transforming information into knowledge.• Train students for careers as information professionals and entrepreneurs.• Explore and develop solutions and shape policies that influence how people seek, use, and share information to create knowledge.
Faculty	17 Professors 23 Affiliated/Adjunct/Lecturers/Other faculty
Faculty research	<ul style="list-style-type: none">• Information retrieval• Design and evaluation of information systems• Work practice-based design of information systems• Economic of information• Intellectual property law
Research Centers	<ul style="list-style-type: none">• Information and Service Design (ISD)• Information and Communication Technologies and Development (ICTD)• Management of Technology (MOT)
Accreditation	WASC
Website	http://www.ischool.berkeley.edu/

University of California, Irvine

The Donald Bren School of Information and Computer Sciences

Department of Informatics

Degrees offered	<ul style="list-style-type: none">• Informatics (M.S. and PhD)• Interactive & Collaborative Technology (M.S. and PhD)• Software (M.S. and PhD)• Arts, Computation, and Engineering (M.S.)
Program focus	<ul style="list-style-type: none">• Understanding the social aspects of technology• Software engineering and architecture• Computer-supported collaborative work• Information retrieval and management
Core curriculum	Informatics <ul style="list-style-type: none">• Software engineering• Human-computer interaction• Introduction to ubiquitous computing• Social analysis of computing
Student Population	<ul style="list-style-type: none">• 255 full-time (informatics)• 7 part-time
Goals and Objectives	<ul style="list-style-type: none">• Cross-campus collaboration in learning and research• Integrated interdisciplinary coursework• Innovation of cutting-edge technology• Utilization of technology-enhanced learning
Faculty	60 Professors 22 Affiliated/Adjunct/Lecturers/Other faculty
Faculty Research	<ul style="list-style-type: none">• Artificial intelligence• Computer system design• Software• Biomedical computing• Theory
Research Centers	<ul style="list-style-type: none">• Ada Byron Research Center (ABRC)• Arts Computation and Engineering (ACE)• California Institute for Telecommunications and Information Technology (Calit2)• Center for Organizational Research (COR)• Center for Pervasive Communications and Computing (CPCC)• Center for Research on Information Technology and Organizations (CRITO)• The Center for Unconventional Security Affairs (CUSA)• Game Culture & Technology Lab• Interactive & Collaborative Technology (ICT)• Institute for Software Research (ISR)• Laboratory for Ubiquitous Computing and Interaction (LUCI)• Informatics Software Group
Rankings	<ul style="list-style-type: none">• Top 15 public CS graduate program—<i>U.S. News & World Report</i>

Accreditation	<ul style="list-style-type: none"> • Top 10 IT program—<i>eWeek Magazine</i> • Top 30—<i>Computing Research Association</i>
Website	WASC http://www.ics.uci.edu/informatics/

University of California, Los Angeles

Graduate School of Education and Information Studies
Department of Information

Degrees offered	<ul style="list-style-type: none"> • Master of Library and Information Science (MLIS) • Master of Arts in Moving Image and Archive Studies (MIAS) • PhD • Post-master's certificate in Information Studies
Program focus	<ul style="list-style-type: none"> • Library Studies • Archival Studies • Informatics
Core curriculum	<ul style="list-style-type: none"> • Information in society • Information structures • Design of library and information services • Information access • Management theory and practice for information professionals
Students	<ul style="list-style-type: none"> • 186 full-time • 33 part-time
Goals and Objectives	<ul style="list-style-type: none"> • Examination of the design of information systems • Creation, preservation, documentation, and curation of information in all media and settings • Access to information • Framing policy and discussing social and intellectual implications of a global information society • Prepare leaders, policy makers, and designers of information systems • Educate students with strong professional ethics • Educate students with skills to become change agents
Faculty	13 Full-time 5 Part-time/adjunct
Faculty Research	<ul style="list-style-type: none"> • Multimedia • Digital libraries • Archives and electronic records • Interface design • Information technology and policy • Preservation • Access
Research Centers	<ul style="list-style-type: none"> • California Center for the Book • Center for Information as Evidence • UCLA Online Institute for Cyberspace Law and Policy
Accreditation	WASC

Website <http://is.gseis.ucla.edu/>

Drexel University

College of Information Science and Technology

Degrees offered	<ul style="list-style-type: none">• Library and Information Science (MS)• Information Systems (MSIS)• Software Engineering (MSSE)• Dual MS/MSIS• On-line programs• PhD
Program focus	<ul style="list-style-type: none">• Management of digital information• Information/library services• Competitive intelligence• Youth services• School library media• Information systems and technology• Behavioral, managerial, and technical aspects of software engineering
Core curriculum	<p>Library and Information Science</p> <ul style="list-style-type: none">• Introduction to information systems analysis• Information resources and services I• Information resources and service II• Action research• Professional and social aspects of information services• Managing information organizations <p>Information Systems</p> <ul style="list-style-type: none">• Perspectives on information systems• Human-computer interaction• Evaluation of information systems• information technology integration• Software project management• Information systems management• Issues in informatics
Students	<ul style="list-style-type: none">• 76 full-time• 484 part-time
Goals and Objectives	<ul style="list-style-type: none">• Empowering society by uniting people, technology, and knowledge through innovative education and research• Integrating research and pragmatism into the curriculum
Faculty	27 Full-time 42 Part-time/Adjunct
Faculty Research	<ul style="list-style-type: none">• Human-computer interaction• Computer-supported cooperative work• Digital libraries• Software engineering• Information retrieval

	<ul style="list-style-type: none"> • Information visualization • Bibliometrics
Accreditation	MSCHE; ALA
Website	http://www.ischool.drexel.edu/

Florida State University

College of Information

Degrees offered	<ul style="list-style-type: none"> • Library and Information Science (MS) • Library and Information Science (MA) • School Library Media Specialist (CAS) • JD/MS • On-line programs • PhD
Program focus	<ul style="list-style-type: none"> • Information needs and services • Youth information needs and services • Information architecture and technology • General librarianship
Core curriculum	<ul style="list-style-type: none"> • Research methods in information studies • Introduction to information policy • Management of information organizations • Information organization
Students	<ul style="list-style-type: none"> • 47 full-time • 746 part-time
Goals and Objectives	<ul style="list-style-type: none"> • Prepare students for information work • Fitting information systems to human needs • Work with emerging technology from a humanistic perspective
Faculty	29 Full-time 8 Part-time./adjunct
Faculty Research	<ul style="list-style-type: none"> • Needs assessment • Information policy • Usability analysis • Human information behavior • Youth Services
Annual Research Expenditures	\$654,946
Accreditation	SACS; ALA
Website	http://ci.fsu.edu/

Georgia Institute of Technology

College of Computing

Degrees offered	<ul style="list-style-type: none"> • Computer Science (MS, PhD) • Human-Computer Interaction (MS) • Information Security (MS) • Bioengineering (MS)
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	<ul style="list-style-type: none"> • Computational Science and Engineering (MS, PhD) • Human-Centered Computing (PhD) • Algorithms, Combinatorics, and Optimization (PhD) • Bioengineering (PhD, joint with College of Engineering) • Bioinformatics (PhD, joint with School of Biology) • Robotics (PhD, joint with College of Engineering)
Core curriculum (select)	<p>Human-Computer Interaction</p> <ul style="list-style-type: none"> • Human-computer interaction • Principles of research design • Engineering psychology I: methods
Students	<ul style="list-style-type: none"> • 150 full-time • 41 part-time
Goals and Objectives	<ul style="list-style-type: none"> • Prepare students for careers in industry
Faculty	<p>87 Academic faculty 24 Research faculty 8 Instructional faculty 5 General faculty</p>
Faculty Research	<ul style="list-style-type: none"> • Computer systems • Graphics • Intelligent systems and artificial intelligence • Networks and telecommunications • Software engineering
Research Centers	<ul style="list-style-type: none"> • Algorithms & Randomness Center and think Tank (ARC Think Tank) • Center for Experimental Research in Computer Systems (CERCS) • Georgia Tech Information Security Center (STISC) • Graphic, Visualization, and Usability (GVU) • Robotics and Intelligent Machines Center (RIM@Georgia Tech) <p>Collaborative Research Initiatives</p> <ul style="list-style-type: none"> • Aware Home Research Initiative (AHRI) • Georgia Computes! Project • Health Systems Institute (HSI) • Institute for Personal Robots in Education (IPRE) • Samsung Tech Advanced Research Center (STAR) • Sony-Toshiba-IBM Center of Competence (STI) • Tennenbaum Institute
Annual Research Expenditures	\$14.6 million
Rankings	<p>9th graduate CS program—<i>U.S. News & World Report</i> 7th AI program—<i>U.S. News & World Report</i> 10th Systems program—<i>U.S. News & World Report</i> 9th Theory—<i>U.S. News & World Report</i> 4th Graphics/User Interaction program—<i>U.S. News & World Report</i> 7th Databases—<i>U.S. News & World Report</i> 4th Automatic and Versatile Publications—<i>Communications of the ACS</i></p>

Accreditation 6th Academic Institutions—*Top 500 Supercomputer Sites*
 SACS, Commission of Colleges
 Website <http://www.cc.gatech.edu/>

University of Illinois, Urbana-Champaign

The Graduate School of Library and Information Science

Degrees offered	<ul style="list-style-type: none"> • Library and Information Science (MS, PhD) • Community Informatics (MS) • Bioinformatics (MS) • K-12 Library Information Specialist (CAS) • Digital Libraries (CAS) • Information in Society (PhD)
Program focus	<ul style="list-style-type: none"> • Information organization and knowledge representation (including concentration in (Data Curation)) • Information resources, uses, and users • Information systems • History, economics, and policy • Management and evaluation • Social, community, and organizational informatics • Youth literature services
Core curriculum	<ul style="list-style-type: none"> • Information, Organization and Access • Libraries, Information and Society
Students	<ul style="list-style-type: none"> • 249 full-time • 292 part-time
Mission	<p>To provide:</p> <ul style="list-style-type: none"> • Graduate education for leaders in research and practice in the fields of library and information science; • groundbreaking research to advance preservation of and access to information in both traditional and digital libraries and in the many settings outside of libraries where large amounts of critical information are collected; • Useful services to librarians and other information service providers, as well as to the citizens of Illinois.
Faculty	<p>21 Full-time 4 Part-time</p>
Research Areas	<ul style="list-style-type: none"> • History, economics, policy • Information organization and knowledge representation • Information resources, uses, and users • Information systems • Management and evaluation • Social, community, and organization informatics • Youth literature and services
Research Centers	<ul style="list-style-type: none"> • Information Science Research Laboratory • The Center for Children’s Books

Rankings	<ul style="list-style-type: none"> • Community Informatics Initiative • GSLIS Center for Informatics Research in Science and Scholarship • Illinois Resources and Research in Literature and Librarianship for Youth • #1 Library and Information Studies program—<i>U.S. News & World Report</i>
Accreditation	ALA; NCA_HLC, The Higher learning Commission
Website	http://www.lis.uiuc.edu/

Indiana University

School of Informatics

Degrees offered	<ul style="list-style-type: none"> • Bioinformatics (MS) • Chemical Informatics (MS) • Health Informatics (MS) • Human-Computer Interaction (MS) • Informatics (PhD) • Laboratory Informatics (MS) • Media Arts and Science (MS) • Music Informatics (MS)
Program focus	<ul style="list-style-type: none"> • Education in the use of information technologies to enhance job performance or employment prospects.
Core curriculum	<ul style="list-style-type: none"> • Introduction to Informatics • Information Management
Students	<ul style="list-style-type: none"> • 97 full-time • 10 part-time
Goals and Objectives	<ul style="list-style-type: none"> • Lead the nation in the development of an innovative and successful new curriculum for information technology and its applications • Educated students, including those who might not traditionally consider an educational path in technology, especially women and minorities. • Encourage interdisciplinary research projects in the field of informatics, focusing on distributed systems technology, information theory and information management, human factors and human-computer interaction, and study of the social impacts of information technology. • Serve the state of Indiana by way of education, community participation and collaborative research partnerships, thereby participating in the growth of an IT culture in the State and encouraging continued economic development, • Produce graduates who become leaders in the growing information economy of Indiana and the world • Develop synergistic relationships with industry to develop and advance research in information technology and its applications.
Faculty	33 Full-time
Research Areas	<ul style="list-style-type: none"> • Bioinformatics • Chemical informatics • Complex systems, networks, modeling, and simulation • Security informatics

	<ul style="list-style-type: none"> • Discovery and application of information • Human-computer interaction design • Logical and mathematical foundations of informatics • Music informatics • Social and organizational informatics
Research Centers	<ul style="list-style-type: none"> • Complex Systems Group • Center for Data and Search Informatics • Informatics Research Institute (IRI)
Accreditation	NCA-HLC, The Higher Learning Commission
Website	http://www.informatics.indiana.edu/

Indiana University

School of Library and Information Science

Degrees offered	<ul style="list-style-type: none"> • Information Science (MIS, PhD) • Library Science (MLS) • Dual Degrees • Information Architecture (CAS) • School Media (CAS)
Program focus	<ul style="list-style-type: none"> • Human-centered analysis and design of information and systems • Professional career preparation • Leadership in information professions • Social and behavioral dimensions of information technology
Core curriculum	<p>Information Science</p> <ul style="list-style-type: none"> • Introduction to Information science • Information Architecture • Database Design • Human Computer Interaction • Organizational Informatics • Programming • Systems Analysis and Design <p>Library Science</p> <ul style="list-style-type: none"> • Reference • Collection Development and Management • Representation and Organization • cataloging • Management and Leadership Skills (choice) • Research and Evaluation (choice)
Students	<ul style="list-style-type: none"> • 211 full-time • 120 part-time
Faculty	12 Professors
Research Areas	<ul style="list-style-type: none"> • Scholarly communications • Information tools and technologies • Information in digital environments • Information in organizations

	<ul style="list-style-type: none"> • Information institutions • Social informatics
Annual Research Expenditures	\$179,634
Research Centers	<ul style="list-style-type: none"> • Rob Kling Center for Social Informatics (RKCSI)
Rankings	<ul style="list-style-type: none"> • #1 Scholarly productivity (Adkins and Budd) • #7 Library and Information Science Programs—<i>U.S. News & World Reports</i>
Accreditation	ALA; NCA-HLC, The Higher Learning Commission
Website	http://www.slis.indiana.edu/

University of Maryland

College of Information Studies

Degrees offered	<ul style="list-style-type: none"> • Library Science (MLS) • History and Library Science (HiLS) • Information Management (MIM) • PhD
Program focus	<ul style="list-style-type: none"> • Theoretical and conceptual foundations of information science • Advancing the quality and scope of information services in a variety of settings • Provide a comprehensive foundation for professional careers in all libraries, information centers, and other information agencies • Archives, records, and information management • School library media • E-Government • Lifelong access
Core curriculum	<p>Library Science</p> <ul style="list-style-type: none"> • Information use • Management and Administration for the Information Professional • Information Access • Information Structure • Information Technology <p>Information Management</p> <ul style="list-style-type: none"> • Information Environments • Information Technology and Organizational Context • Users and Use Context
Students	<ul style="list-style-type: none"> • 205 full-time • 222 part-time
Goals and Objectives	<ul style="list-style-type: none"> • Engage in collaborative, interdisciplinary, and innovative research, teaching, and service. • Educate information professionals and scholars • Create knowledge, systems, and processes to promote the management and use of information
Faculty	18 Full-time

	24 Part-time/Adjunct
Research Areas	<ul style="list-style-type: none"> • Metadata • Digital archives • Children’s services • Mobile technologies
Annual Research Expenditures	\$291,944
Research Centers	<ul style="list-style-type: none"> • Computational Linguistics for Metadata Building (CLiMB) • DotcomArchive.org • Global Autonomous Language Exploration (GALE) • International Children’s Digital Library (ICDL) • Joint Institute for Knowledge Discovery (JKID) • Multi-Language Access to Larch Spoken Archives (MALACH) • National Park Service Digital Field trips • New Mobile Technologies for Children • Robust Technologies for Automated Ingest • Subject Specialists for Research Libraries (SSAL)
Rankings	<ul style="list-style-type: none"> • 13th Library and Information Science Programs—<i>U.S. News & World Report</i>
Accreditation	ALA; MSCHE
Website	http://www.clis.umd.edu/

University of Michigan

The School of Information

Degrees offered	<ul style="list-style-type: none"> • Information (MSI) • PhD
Program focus	<ul style="list-style-type: none"> • Archives and Records Management • Community Informatics • Human-Computer Interaction • Incentive-Centered Design • Information Analysis and Retrieval • Information Policy • Library and Information Services • School Library Media • Preservation of Information • Social Computing • Information Economics, Management and Policy
Core curriculum	<ul style="list-style-type: none"> • Information in Social Systems: Collections, Flows, and Processing • Contextual Inquiry and Project Management • Networked Computing: Storage, Communication, and Processing
Students	<ul style="list-style-type: none"> • 343
Goals and Objectives	<ul style="list-style-type: none"> • Investigating the fundamental role of information in society • Delivering quality professional education • Educating new scholars

	<ul style="list-style-type: none"> • Building partnerships to solve fundamental problems • Harmonizing people, information systems, and organization to improve the quality of life.
Faculty	46 Professors 24 Affiliated/Adjunct/Lecturers/Other faculty
Research Areas	<ul style="list-style-type: none"> • Human information interaction • Information for re-use • Technology-mediated collaboration • Incentive-centered design • Information use in communities • Models of information use
Research Centers	<ul style="list-style-type: none"> • Center for Information Technology Integration (CITI) • Collaboratory for Research on Electronic Work (CREW) • Community Information Corps (CIC) • Michigan Grid Research and Infrastructure Development (MGRID) • Socio-Technical Infrastructure for Electronic Transactions (CTIET)
Rankings	<ul style="list-style-type: none"> • #3 Library and Information Science Programs—<i>U.S. News & World Reports</i>
Accreditation	ALA; NCA-HLC, The Higher Learning Commission
Website	http://si.umich.edu/index.htm

University of North Carolina

School of Information and Library Science

Degrees offered	<ul style="list-style-type: none"> • Information Science (MSIS) • Library Science (MSLS) • Dual Degrees • PhD • CAS
Core curriculum	<p>Information Science</p> <ul style="list-style-type: none"> • Organization of Information • Information Retrieval • Human Information Interaction • Design/evaluation • Management for Information Professionals <p>Library Science</p> <ul style="list-style-type: none"> • Organization of Materials • Information Resources and Services • Resource Selection and Evaluation • Human Information Interactions • Research Methods • Management for Information Professionals
Students	<ul style="list-style-type: none"> • 304
Goals and Objectives	<ul style="list-style-type: none"> • To conduct inquiry devoted to information generation and use • To prepare reflective, adaptive information professionals for action in the

	present and the future
	<ul style="list-style-type: none"> • To transfer to students an uncompromising advocacy for knowledge • Advance the profession and practice of librarianship and information science • To prepare students for careers • To make significant contributions to the study of information.
Faculty	20 Full-time 26 Part-time/Adjunct
Research Areas	<ul style="list-style-type: none"> • Information and people • Information organization • Information tools and technologies • Information contexts • Overarching information issues
Research Centers	<ul style="list-style-type: none"> • Interactive Design Laboratory (IDL) • ibiblio.org • Open Video Project • Center for research and Development of Digital Libraries (CRADLE) • Informatics and Visualization Lab (IVlab) • Metadata Research Center (MRC)
Rankings	<ul style="list-style-type: none"> • #1 Library and Information Science Program—<i>U.S. News and World Reports</i>
Accreditation	ALA; SACS, Commission on Colleges
Website	http://sils.unc.edu/

The Pennsylvania State University

College of Information Sciences and Technology

Degrees offered	<ul style="list-style-type: none"> • Information Sciences and Technology (MS; PhD)
Program focus	<ul style="list-style-type: none"> • Theoretical, application-oriented, and educational issues • Training graduates to be information technology problem-solvers
Core curriculum	<ul style="list-style-type: none"> • Integrative Theories and Methods of the Information Sciences and Technology • Information Management: Information and Technology • Information Processing Architecture and Technology • Human-Computer Interaction: the User and Technology • Models and Theories of Human-Computer Interaction • Human Information Behavior: Information and the User • Organizational Informatics
Students	<ul style="list-style-type: none"> • 89 graduate students
Goals and Objectives	<ul style="list-style-type: none"> • Change the world with inspired solutions, humanized technologies, and informed people • Be the best at the conversion of theory into practice
Faculty	42 University Park
Research Areas	<ul style="list-style-type: none"> • Artificial Intelligence and Informatics • Community Informatics

- Crisis Management and Emergency Response
- Cyberinfrastructure
- Cyber Security and Privacy
- Enterprise, Knowledge, and Process
- Geographic Information Systems
- Globalization
- Health and Bio Informatics
- Human Capital in Knowledge Society
- Human Computer Interaction
- Information and Image Fusion
- Information Policy
- Learning and Innovation
- Psychology of Terrorism
- Social Impact and Social Inclusion
- Social Network Analysis

Annual Research Expenditures \$7.8 million awarded in 2006

Research Centers

- Center for Information Assurance
- Center for the Information Society
- Enterprise Informatics and Integration Center
- Network-Centric Cognition and Information Fusion
- Penn State Center for Human-Computer Interaction
- Applied Cognitive Science Laboratory
- Cyber Security Laboratory
- Information Science and Learning Laboratory
- Intelligence Information Systems Laboratory
- IST Solutions Institute
- Laboratory for Computer-Supported Collaboration and Learning
- Laboratory for Intelligent Agents
- Spatial Information Laboratory
- System Design and Software Development Laboratory
- User Science and Engineering (USE) Laboratory
- Institute for Information Policy

Accreditation MSCHE

Website <http://ist.psu.edu/>

University of Pittsburgh

School of Information Sciences

Degrees offered

- Information Science & Technology (MS)
- Library & Information Science (MS; PhD)
- Telecommunications & Networking (MS)
- Information Science (PhD)
- Telecommunications (PhD)
- CAS

Program focus	Information Science & Technology <ul style="list-style-type: none"> • Database and Web Systems • Information Security • Geoinformatics • Telecommunications and Distributed Systems • Cognitive Systems • Human Computer Interaction • Technology and Society Library & Information Science <ul style="list-style-type: none"> • Academic, public, school, and special libraries • Business information centers
Core curriculum	Information Science & Technology <ul style="list-style-type: none"> • Mathematics and Formal Foundations Area • Cognitive Science or Cognitive Systems Area • Systems & Technology Area Library & Information Science <ul style="list-style-type: none"> • Understanding Information • Organizing Information • Retrieving Information • Managing Area • Introduction to Information Technology
Students	<ul style="list-style-type: none"> • 98 full-time • 49 part-time
Goals and Objectives	<ul style="list-style-type: none"> • Offer superior graduate programs • Engage in research and scholarly activities that advance learning • Cooperating with industry and government to transfer knowledge • Extending expertise to local communities and public agencies to contribute to social, intellectual, and economic development in Pennsylvania, the nation, and the world
Faculty	49 Professors 15 Affiliated/Adjunct
Research Areas	<ul style="list-style-type: none"> • Visualization • Systems analysis and design • Geoinformatics • Network management and design • Information assurance and security • Telecommunications and Wireless Information Systems
Annual Research Expenditures	\$995,448
Research Centers	<ul style="list-style-type: none"> • The Sara Fine Institute • Institute for Information Ethics and Policy • The Center for National Preparedness • Laboratory of Education and Research on Security Assured Information Systems (LERSAIS)

	<ul style="list-style-type: none"> • Visual Information Systems Center (VISC) • Teaching and Learning Research Lab • ULab • Geoinformatics Laboratory • Decision Systems Laboratory • Personalized Adaptive Web Systems Lab (PAWS) • Spatial Information Research Group • University Consortium for Geographic Information Science • Group for Research on Idealized Neural Systems
Rankings	• 7 th Library and Information Science Programs— <i>U.S. News & World Report</i>
Accreditation	ALA; MSCHE
Website	http://www.ischool.pitt.edu/

Rutgers, the State University of New Jersey

School of Communication, Information, and Library Studies

Degrees offered	<ul style="list-style-type: none"> • Communication and Information Studies (MCIS) • Library and Information Science (MLIS)
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Program focus	<p>Communication and Information</p> <ul style="list-style-type: none"> • Advanced Organizational Communication • Mediated Communication • Health Communication • Knowledge Management • Media Studies • Social Interaction <p>Library and Information Science</p> <ul style="list-style-type: none"> • Adult Services • Digital Libraries • School Library Media • Knowledge Management •
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Core curriculum	<p>Communication and Information</p> <ul style="list-style-type: none"> • Organization Communication • Mediated Communication • Communication Research • Knowledge Management in Organizations • Media Studies: Theory and Practice
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Students	<ul style="list-style-type: none"> • 350 MLIS • 50 MCIS
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Faculty	<p>24 Core</p> <p>26 Affiliated/Adjunct</p>
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Research Areas	<ul style="list-style-type: none"> • Communication processes • Information systems • Human information processing
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Research Centers	<ul style="list-style-type: none"> • Information services • Library management • Alexandra Project Lab • Center for International Scholarship in School Libraries (CISSL) • Center for Interdisciplinary Studies in Information Privacy and Security • New Jersey Center for the Book • Rutgers University Council on Children's Literature
Rankings	<ul style="list-style-type: none"> • #6 Library and Information Science Programs—<i>U.S. News and World Report</i>
Accreditation	ALA; MSCHE
Website	http://www.scils.rutgers.edu/

Syracuse University

School of Information Studies

Degrees offered	<ul style="list-style-type: none"> • Library and Information Science (MS) • Information Management (MS) • Telecommunications and Network Management (MS) • Information Science and Technology (PhD) • CAS
Program focus	<p>Library and Information Science</p> <ul style="list-style-type: none"> • Philosophy, principles and ethics of librarianship • Information resources • Information services • Librarianship in an broader information society • Professional communication and leadership • Digital libraries • School Media <p>Information Management</p> <ul style="list-style-type: none"> • Management approaches and strategies • Technological infrastructure • User information needs • Data management • Electronic business • Electronic government • Information security • Information and telecommunications policy • Project management and resources planning
Core curriculum	<p>Library and Information Science</p> <ul style="list-style-type: none"> • Introduction to the Library and Information Profession • Information and Information Environments • Reference and Information Literacy Services • Library Planning, Marketing, and Assessment • Information Resources: Organization and Access • Management Principles for Information Professionals

	<ul style="list-style-type: none"> • Survey of Telecommunications and Information Policy
	Information Management
	<ul style="list-style-type: none"> • Information and Information Environments • Introduction to Information Management: Concepts, Contexts, and Career Options • Management Principles for Information Professionals • Survey of Telecommunications and Information Policy
Students	<ul style="list-style-type: none"> • 675 graduate students
Goals and Objectives	<ul style="list-style-type: none"> • To transform the information field through leadership in research, development and education
Faculty	44 Full-time 100 Adjunct
Research Areas	<ul style="list-style-type: none"> • Information organization and retrieval • Information system users • Information technology management • Information, organizations, and society • Information policy and economics • Information technology and systems • Library and information science
Research Centers	<ul style="list-style-type: none"> • Center for Digital Literacy • Center for Emerging Network Technologies • Center for Natural Language Processing • Systems Assurance Institute • Center for Research on Collaboratories and Technology Enhanced Learning Communities • Convergence Center • Information Institute of Syracuse • Library Game Lab of Syracuse • StudyResponse Center for Online Research (SCOR)
Rankings	<ul style="list-style-type: none"> • #1 Library and Information Science Programs—<i>U.S. News & World Report</i>
Accreditation	ALA; MSCHE
Website	http://ischool.syr.edu/

University of Texas, Austin

School of Information

Degrees offered	<ul style="list-style-type: none"> • Information Studies (MSIS) • PhD • Dual Degrees • CAS
Program focus	<ul style="list-style-type: none"> • Information Architecture • Librarianship • Preservation of Cultural Record
Core curriculum	<ul style="list-style-type: none"> • Introduction to Information Studies

	<ul style="list-style-type: none"> • Understanding and Serving Users • Organizing and Providing Access to Information • Managing Information Services and Organizations • Introduction to Research in Information Studies
Students	• 290
Goals and Objectives	To shape the field of information studies for human and social benefit by: <ul style="list-style-type: none"> • Discovering new and vital knowledge about information • Educating the next generation of leaders in the information professions • Developing new scholars who will advance knowledge • Improving society through service and collaboration • Applying human-centered values to all our work
Faculty	20 Full-time 10 Part-time/Adjunct
Research Areas	<ul style="list-style-type: none"> • Human computer interaction & information architecture • Organization of knowledge and information • Preservation and conservation of physical and digital artifacts • Development, management, and evaluation of collections and services • History of the cultural record • Information advocacy, ethics, and policy • User behavior
Rankings	<ul style="list-style-type: none"> • #7 Library and Information Science Programs—<i>U.S. News & World Report</i> • #1 Archives and Preservation • #3 Legal Librarianship
Accreditation	SACS, Commission on Colleges
Website	http://www.ischool.utexas.edu/

University of Toronto

Faculty of Information Studies	
Degrees offered	<ul style="list-style-type: none"> • Information Studies (MISt) • Museum Studies (MMSt) • PhD • CAS
Program focus	<ul style="list-style-type: none"> • Archives and Records Management • Information Systems • Library and Information Studies
Core curriculum	<ul style="list-style-type: none"> • Information and its Social Contexts • Management of Information Organizations • Research Methods
Students	<ul style="list-style-type: none"> • 260 full-time • 87 part-time
Goals and Objectives	<ul style="list-style-type: none"> • Strength in the stewardship and curation of cultural heritage, as reflected in overlapping programs covering all three traditional institutions of

	cultural record: libraries, archives, and museums;
	<ul style="list-style-type: none"> • Leadership in the future of information practice, as society is transformed by the rise of digital technologies of computation, communication, and information; and • Commitment to a progressive, inclusive, multicultural vantage point—as befits Canada’s role in the global economy.
Faculty	36 Full-time
Research Areas	<ul style="list-style-type: none"> • Domain analysis • Digital libraries • Cross-cultural considerations
Research Centers	<ul style="list-style-type: none"> • Adaptive Technology Resource Centre • Bibliographic Elements and Displays Project • Center for Research in Information Studies • Electronic Resources Project • The History of the Book in Canada Project • International Conference on the History of Records and Archives (I-CHORA) • Information Policy Research Project • Inter: Gateway to the Middle Ages and Renaissance • The Knowledge Management Lab • Toronto Center for the Book • User-Based Evaluation of Digital Libraries Research Group
Accreditation	ALA
Website	http://www.fis.utoronto.ca/

University of Washington

The Information School	
Degrees offered	<ul style="list-style-type: none"> • Library and Information Science (MLIS) • Information Management (MSIM) • Information Science (PhD)
Program focus	<ul style="list-style-type: none"> • Law librarianship • School library media
Core curriculum	<p>Library and Information Science</p> <ul style="list-style-type: none"> • Life Cycle of Information • Information Behavior • Information Resources, Services, and Collections • Organization of Information and Resources • Information in Social Context • Instructional and Training Strategies for Information Professionals • Research Methods • Management of Information Organizations • Information Technology <p>Information Management</p> <ul style="list-style-type: none"> • Human Aspects of Information Systems

	<ul style="list-style-type: none"> • Information Services and Resources • Organization of Information and Resources • Policy, Law and Ethics in Information Management • Design Methods for Interaction and Systems • Principles of Database Systems and Semi-Structured Systems • Management of Information Organizations • Information and the Management of Change • The Information Management Framework
Students	<ul style="list-style-type: none"> • 201 full-time • 291 part-time
Goals and Objectives	<ul style="list-style-type: none"> • Everyone to know how vital information is to all aspects of life • Effective use of information to help discover, learn, innovate, solve problems, have fun, and make a better world • Prepare information leaders • Research the problems and opportunities of information • Design solutions to information challenges
Faculty	<p>32 Full-time 15 Part-time/Adjunct</p>
Research Areas	<ul style="list-style-type: none"> • Access to information • Ethics and information • Human-computer interaction • Information assurance and security • Information in everyday life • Information literacy • Information management • Knowledge organization • Personal information management
Annual Research Expenditures	<ul style="list-style-type: none"> • \$2 million
Research Centers	<ul style="list-style-type: none"> • Center for Human-computer Interaction • Center for Information Assurance & Cybersecurity • Center for Information & Society • Institute for Innovation in Information Management • Institute for National Security Education & Research
Rankings	<ul style="list-style-type: none"> • #4 Library & Information Science Programs—<i>U.S. News & World Report</i>
Accreditation	ALA; NWCCU
Website	http://www.ischool.washington.edu/