3.

1. Instructional Program Criteria and Template

Name of Person Completing this Report: Zinovy Radovilsky
Title of Person Completing this Report: Professor of Management and Chair
College or Unit: Department of Management, CBE
Programs Included: MS in Business Administration: Information Technology Management Option (MSBA ITM Option)

Total number of service courses
0

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

The MSBA ITM Option was developed in 2006-2007 by the ITM faculty in the Department of Management. The idea and development of the new MSBA ITM option was directly associated with a need to address the projected substantial increase of IT managers’ and analysts’ jobs in 2006-2009 and further in 2010-2020, and specifically, in the IT-reach San Francisco Bay Area. This MSBA ITM option was introduced in Fall Quarter of 2008. The option evaluation that was done two years later, in Fall Quarter of 2010, showed a lower demand for this option which was in part due to limited resources required for offering ITM courses and overall lower admission in the CBE graduate programs at that time. The University, upon considering a CBE request, has put the MSBA ITM Option on temporary suspension starting in Winter Quarter 2011.

This option offered students a focused specialty in how Information Technology (IT) is applied and managed in organizations in the global business environment. The program is an integrated CBE program that includes courses from the three CBE business departments in Information Technology, Management, Entrepreneurship/Marketing, and Finance. The MSBA ITM Option has no dedicated faculty and no dedicated courses. It incorporates courses offered in other CBE graduate programs. Based on the existing university data, it is not possible to identify allocation of FTEF, courses and sections that will be just specific to the MSBA ITM Option. The bulk portion of the course delivery is through in-person presentation and mostly in lecture format.

4. Criterion 1

Link to Scoring Rubric

1. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</td>
</tr>
<tr>
<td>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</td>
</tr>
<tr>
<td>3. Graduates of CSUEB will be able to apply knowledge of</td>
</tr>
</tbody>
</table>
able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Several courses in the program including MGMT6520 Negotiations for Managers and Entrepreneurs and MGMT6470 Management of Technology and Innovation have a specific focus on business ethics, cultural patterns, and social responsibility.

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.

Leadership and teamwork in the diverse environment is a part of SLOs in the CBE graduate programs, including the MBA ITM Option. For example, ENTR6485 New Venture Development emphasizes team-oriented course environment. MGMT6800 Seminar in Strategic Management focuses on teamwork and leadership skills in business strategic development. MGMT6155 Applied Project Management develops leadership skills in managing long-term business projects.

5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels.

In the MSBA ITM Option, one of the emphases in MGMT 6800 Seminar in Strategic Management (capstone course) is on real-world organizational opportunities related to globalization, innovation, and sustainability. MGMT 6150 Global Supply Chain Management, another MSBA ITM course, stresses sustainable and socially responsible supply chain strategies in global, regional, and local business environment.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

The MSBA ITM Option enables graduates to demonstrate expertise in integrating theory and practice of information technology management in various business functions like marketing/entrepreneurship, finance, operations and supply chain management. The required capstone course ENTR6800 Entrepreneurship Practicum or MGMT6800 Seminar in Strategic Management focuses on student experience in developing functionally-integrated business strategies.

Link to Scoring Rubric

II. Shared Strategic Commitments: (30%)

CBE has multiple initiatives directly aligned with SSCs that are fully relevant to the MSBA ITM Option. The following are typical examples:

- SSC 1&4: CBE has acquired and deployed CAPSIM, a business simulation software, to further engage students. The software is used in the MSBA capstone course, MGMT6800 Seminar in Strategic Management. It is also utilized for assessment of learning.

- SSC 8: CBE implemented the Oracle ERP (enterprise resource planning) system that is used in teaching graduate courses in the MSBA program. The system provides students with hands-on experience in modern information technology.

- SSC 3&4: CBE plans to open a college-based Career Development Center in January 2014 to help students find internships, provide placement services, and promote experiential learning.

5. Criterion 2

Link to Scoring Rubric

I. FTES, Number of Majors, and Number of Degrees Awarded

Multiple: ITM, MGMT, ENTR, FIN

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>34.73</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>Option</td>
<td>5-Year Average</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>MS in Business Administration</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>MS in Business Administration</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>MS in Business Administration (MSBA)</td>
<td>Information Technology Management (ITM)</td>
<td>5.8</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

**C. Number of Degrees Awarded (30%)**

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Business Administration</td>
<td></td>
<td>4.2</td>
<td>1</td>
</tr>
<tr>
<td>MS in Business Administration</td>
<td></td>
<td>4.2</td>
<td>1</td>
</tr>
<tr>
<td>MS in Business Administration (MSBA ITM OPTION)</td>
<td>Information Technology Management (ITM)</td>
<td>4.0</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL FTES**: 181.32
D.

The quarterly FTES information provided in Table IA is for the ITM prefix in the Department of Management. This includes the total graduate FTES units for the MBA core courses, MBA elective courses in ITM, and MSBA ITM Option. This data does not fully reflect FTES for the MSBA ITM Option, which contains, as stated previously, of a variety of courses and associated FTES from the CBE business departments. The MSBA ITM Option does not have any service or dedicated courses, because it incorporates courses used in other CBE graduate programs. The existing university data does not allow to identify the real FTES for this program.

Due to the MSBA ITM program suspension in Winter of 2011, there was no enrollment in the program in 2011 and 2012. For the same reason, only three students graduated in 2011, and none in 2012. Therefore, the five year average for the program is not representative; it should have been taken as the average enrollment and graduation in 2008-2010. If the average degrees awarded in the MSBA ITM program were considered for 2008-2010, then the average number per year would be 5.7 (rounded), which belongs to Quartile 3 of the degrees awarded.

Based on the extensive external demand existing for the ITM profession, the ITM faculty plan to redesign the program in 2013-2014 and introduce a modified MSBA ITM Option with more emphasis in Business Data Analytics and Business Intelligence, which are very popular professions in the Information Technology (IT) market today.

II. California State Jobs Projections for Each Program (35%)

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 MSBA ITM Option</td>
<td>7660</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Despite the fact that the program is on suspension, the external demand for ITM professionals is quite significant. According to the COEP data for 2010-2020, the average annual job openings for the first five occupations relevant to the MSBA ITM Option is 7660, but there is a number of other positions (besides the first five) in the COEP file that can be associated with the MSBA ITM program. The employment data of 2010-2020 from the U.S. Bureau of Labor Statistics, http://www.bls.gov/emp/ep_table_102.htm, also shows a significant increase, typically from 18% to 30% depending on a specific occupation, in the number of job positions related to the MSBA ITM program.

### 6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8). Transfer Data from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1.30</td>
<td>N/A</td>
</tr>
<tr>
<td>Winter 2013 Dept</td>
<td>1.34</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2013 Dept</td>
<td>1.37</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

Each CBE department, involved in teaching MSBA program’s courses, prepares quarterly student evaluation results for faculty to review. A major emphasis of faculty performance reviews is to provide feedback on teaching improvement. Student comments indicated that they desire more

- hands-on experience
- applied statistical analysis
- critical thinking
- technology.

To address these concerns and to aid faculty in continuous improvement efforts, CBE provided Instructional Improvement Grants to 18 faculty in each Summer 2011 and 2012. Those faculty revised existing or developed new teaching materials, and learned online teaching skills. These helped faculty to incorporate up-to-date knowledge and technologies in their teaching.
2. Teaching awards, teaching grants, and recognitions

CBE has annually selected one TT faculty member for the Marv Remmich (CBE alumnus) award and one lecturer for a teaching award, both to recognize outstanding instructional performance. Three faculty members teaching courses in the MSBA ITM Option received the CBE Best Teaching Award in 2009-2012.

Ten faculty members in the Department of Management (about one-half of the department) received the CBE Instructional Improvement Grants in Summer Quarters of 2011 and 2012. Three faculty members that taught courses in the MSBA ITM Option received teaching improvement grants from the China American Business and Education Center (CABEC).

3. Faculty-supervised student projects

Experiential learning was enhanced in the Department of Management programs, including the MSBA ITM Option, with the introduction of the BOP (Business Opportunity Program) in 2011-12. This program is course-embedded, bringing real world clients and their business problems to the students in classroom. All of the 21 projects in this program were faculty-supervised. CBE plans to continue this program.

Typical examples of CBE’s student clubs and professional East chapters are CBE’s Operations Materials Society (2008-2011) and current MBA Club, which are mentored by faculty.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

The Oracle Corporation donated to CBE the Oracle ERP (Enterprise Resource Planning) system. This system contains a variety of software applications in various functional areas, including operations and supply chain management, accounting and finance, marketing, and human resources management. In a number of MSBA courses, faculty utilize ERP directly as part of course coverage and assignments, or indirectly as part of demonstration and in-class presentation.

The program faculty are highly diverse in country of origin, native language, race etc. For example, faculty have more than 15 countries of origin, which collectively enables a global perspective on business education.

1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total</th>
<th>2008 - Average per TT</th>
<th>2009 - Total</th>
<th>2009 - Average per TT</th>
<th>2010 - Total</th>
<th>2010 - Average per TT</th>
<th>2011 - Total</th>
<th>2011 - Average per TT</th>
<th>2012 - Total</th>
<th>2012 - Average per TT</th>
<th>2011 - Average per TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>46</td>
<td>0.73</td>
<td>59</td>
<td>0.94</td>
<td>46</td>
<td>0.81</td>
<td>38</td>
<td>0.69</td>
<td>40</td>
<td>0.7</td>
<td>40</td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>32</td>
<td>0.51</td>
<td>44</td>
<td>0.70</td>
<td>19</td>
<td>0.33</td>
<td>22</td>
<td>0.40</td>
<td>22</td>
<td>0.4</td>
<td>22</td>
</tr>
<tr>
<td>Number of TT faculty in Table1 in supplemental data package *</td>
<td>63</td>
<td>63</td>
<td>57</td>
<td>57</td>
<td>55</td>
<td>55</td>
<td>51</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

The average number of peer-reviewed journal articles, books or book chapters is 0.69 or more per year per TT, sufficient to meet CBE’s AQ (Academically Qualified) standards. Many faculty publish in highly prestigious and/or well-respected journals. About 90% of TT faculty are AQ (AACSB’s critical quality indicator).

1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)

Every lecturer in CBE is required to be PQ (Professionally Qualified) or AQ. CBE’s PQ standards (also AACSB’s important quality indicator) require significant professional experience and active engagement in professional activities to maintain currency and relevance. 7 of the 8 FERPers in CBE continue to conduct research and be AQ.

2. List significant examples for the following (up to 100 words):

Dr. Jiming Wu (Management Department, ITM Group) received the first CSUEB Outstanding New Researcher Award for his research and publications in 2008-2012.

Since 2008, Dr. Jed DeVaro (Management and Economics Departments) has held an endowed professorship established by Stanley and Franny Wang to honor outstanding achievements.

$1 million pledge from CBE alumnus Jack Acosta and his wife Susan, May 2010, in support of faculty research excellence.

CBE’s China America Business and Education Center (CABEC) provides research grants to support faculty research.

3. List significant professional activities (up to 100 words)

Dr. Zinovy Radovilsky was editor of several journals, and is currently a managing editor of the Journal of International Business and Economics. Dr. Leo Kahane (retired in 2012) has been editor of Journal of Sports Economics. Drs. Vish Hegde and Zinovy Radovilsky served as Co-Chairs of the 20th Annual CSU-POM Conference held at CSUEB in 2008.

Dr. Nancy Mangold was selected to be the U.S. Securities & Exchange Commission Academic Fellow for 2009-10, and worked in the SEC’s Office of the Chief Accountant in Washington D.C.

Many CBE faculty serve as journal reviewers, conference session chairs, or invited speakers.

1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:

CBE has an Advisory Board which is comprised of business leaders and alumni in the Bay Area. The Board meets with the CBE leadership team, usually twice a year. The Board provided useful input on potential new programs and identified needs that led to the development of other activities (e.g., CBE Career Expo in 2012 and 2013).

CBE regularly reviews and revises its programs, including the MSBA program, to align with the requirements of AACSB, WASC and SB1440.

CBE is planning to start a Career Development Center in Winter 2014. Its functions will include helping student with internships and jobs.

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

The MSBA in ITM Option is a technology-driven program that provides students with opportunities to blend their classroom experience with real-world technology applications, experiential learning, and online development. Examples include:

- Applying Oracle ERP and Business Intelligence technology to teach courses in ITM
- Using Linux server technology and HTML applications for web design
- Implementing database technologies using Oracle SQL(Structured Query Language)*Plus
- Creating technical and complex spreadsheets for data analyses using Microsoft Excel
- Teaching SQL programming through hands-on projects
Analyzing business processes using modeling techniques such as E-R (Entity-Relationship) modeling.

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

CBE's programs, including the MSBA ITM Option, are accredited by AACSB (Association to Advance Collegiate Schools of Business). AACSB has a list of rigorous standards on faculty qualifications and research contributions, financial strategies, assurance of learning, and many more. Every five years, the CBE submits a report to AACSB. The report must provide evidence of meeting all of the standards. An AACSB review team meets with faculty, students, staff and administration, and makes its recommendation to AACSB's Maintenance of Accreditation Committee.

CBE was listed in the Princeton Review's The Best 294 Business Schools, 2012 Edition, for the seventh consecutive year.

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

The VBT (Valley Business and Technology) building gives more than 2000 business students a concept of "home" facility, and makes communication and collaboration between faculty much more effective and efficient than they were before moving to VBT in December 2006.

However, the following factors have been adversely affecting the program teaching:

- CBE needs an "open" computer lab for business majors to walk in and study.
- Faculty and students would benefit from a layout reconfiguration of the two computer labs VBT 221 and 222 (reservation required).
- CBE is often asked to lower class sizes due to lack of large classrooms.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

CBE's office of Graduate Programs serves as a one-stop help-desk for all CBE's graduate students, including those in the MSBA ITM option. It maintains academic files of students, manages all registration-related activities, and advises in all academic program-related matters. The MSBA ITM Option also has a dedicated ITM faculty as the program advisor.

Experiential learning was enhanced in CBE programs with the introduction of the BOP (Business Opportunity Program) in 2011-12. All of the 21 projects in BOP were faculty-supervised, and conducted with external client organizations. Recently, Wells Fargo provided additional funds for CBE to continue this program.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

CBE has an established system of assessment process and program improvement. AoL (Assurance of Learning) is administered by a full-time Assistant Director of Assessment and advised by faculty member, who are also on the AoL Task Force. Dean, associate Dean, department chairs and program directors serve on the Task Force, which decides on assessment processes and actions to close the loop.

The following are examples of closing the loop on two of the graduate learning objectives:

- Functional integration: CBE introduced CAPSIM (a business simulation tool) in the MSBA's capstone class MGMT6800 Seminar in Strategic Management. Business simulations engage participants in a dynamic competition to turn struggling companies into profitable businesses. CBE will continue to fund for CAPSIM to help students achieve this learning objective.

- Communication: CBE conducted a one day communication "boot camp" for graduate students in the beginning of the Fall Quarter 2013.

5. Student success; list/describe the following (up to 100 words):

Alumni survey results show full-time employment of 69.9% (Table 13), 52% and 29.6% with employment directly related and somewhat related to major respectively (Table 14). CBE has a long list of distinguished alumni. Some typical examples are:
President of Sony Home Entertainment of America (BSBA 1888), President of College of San Mateo (BSBA 1984), retired Vice Chair of Macy’s (BSBA 1973), and Founder of 24-Hour Fitness Worldwide (BSBA 1981).

To further help students launch successful careers, CBE is in the process of building a Career Development Center, and plans to open the Center to CBE students in Winter 2014.

7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th>Average Change SFR</th>
<th>Lower Division</th>
<th>0 (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper Division</td>
<td>0 (N/A)</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>35%</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
<th>Lower Division</th>
<th>0 (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper Division</td>
<td>0 (N/A)</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>5</td>
</tr>
</tbody>
</table>

II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>2,830.74</td>
<td>-3.22%</td>
</tr>
</tbody>
</table>

III. Narrative (up to 250 Words) (50%)

SFR for the Department of Management, which offers the MSBA ITM Option, and a difference of the department’s SFR from the
CSU System and University SFRs are provided in Table 16 and respective tables in Criterion 4. As can be seen from the data in these tables, in each year of the 2008-2012 evaluation period, the Management SFR was consistently higher (5 years) than that of the System and University SFRs, with the average annual difference of 35% from the System SFR. This result shows a relatively high productivity (student per faculty ratio) in the Department of Management versus the CSU System and University SFRs.

The instructional cost data provided in Table 17 and a respective table in Criterion 4 demonstrate that, in the 2008-2012 evaluation period, the average annual instructional cost per total FTES was reduced by 3.22%. This is a strong evidence that the Management-related programs, including the MSBA ITM Option, become more cost efficient, or, in the other words, more productive relevant to the cost. We can possibly become even more cost efficient (in terms of instructional cost per FTES) if we keep the instructional salaries at the level of 2011-2012 (approximately $1.86 million) and increase the department FTES to the annual average value of 720. In this case, the ratio of instructional salaries to FTES will be equal to $2,583.33, or 6% lower than that in 2012.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

As stated in Criterion 4, the Department of Management programs, including the MSBA ITM Option, are cost efficient with relatively high productivity (SFR) and decreasing departmental instructional cost per FTES. However, to be able to provide the cost efficient and, at the same time, quality education for our programs, including the MSBA ITM Option, we should not decrease existing resources (instructional salaries and number of TT faculty) further, but rather employ existing limited resources as an opportunity to increase enrollment (FTES) of our programs. One of the ways to do it is to apply the existing limited ITM faculty resources to modify and reintroduce, from current suspension, the MSBA ITM Option to better fit the extensive external demand of IT professionals.

II. Impact of Declining Resources (Up to 125 words)

As previously described in the Introduction of this template, there are no dedicated resources to the MSBA ITM Option program. The existing limited CBE faculty resources, including ITM faculty resources, are shared between various CBE programs (BSBA and MBA core courses) and respective ITM options including the reviewed program. A reduction of existing CBE resources will adversely affect not only the MSBA ITM program but the entire CBE curriculum.

III. Impact of Augmentation (Up to 125 words)

At this point, we do not require additional ITM resources to teach existing courses in our CBE BSBA and MBA programs and respective ITM options. However, if additional ITM faculty and budget resources were provided (e.g., one or several additional tenure-track faculty members in ITM), we would apply them to enhance and grow existing undergraduate and graduate CBE programs and, specifically, their respective options in ITM as well as the revised MSBA ITM Option.

IV. Additional Information (Up to 250 words)

The ITM faculty members are currently reviewing the existing MSBA ITM Option curriculum to introduce a revised option with an emphasis in Business Data Analytics (BDA) and Business Intelligence (BI), the highly demanded ITM areas in the modern business environment. This will involve developing several new graduate courses addressing a variety of topics related to BDA and BI. The revised option will be introduced in Winter or Spring Quarter of 2014, and will end the suspension of the existing program.