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Panel 3: Issues in IS Curriculum Design

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PANEL 3

Issues in IS Curriculum Design

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Although major attention today is being devoted to spreading computer usage throughout the general BA and MBA curriculum, there is an increasing need to redesign and expand what is being taught in the information systems curriculum itself. The ambiguities of the personal computer, the growth in new languages, the increasing importance of data-centered design, the introduction of expert systems, the continuing dispersal of hardware and personnel throughout the organization, and the increasing influence of end users are all causing major changes in both what should be taught and methods of teaching information systems material.

Adjusting the curriculum to all these changes is not simple, however. There is a shortage of faculty. The impact of some trends, such as expert systems growth, is far from clear. Students are entering with vastly diverse computer backgrounds. What can be eliminated from the curriculum to add new material isn't clear.

This panel will focus on some of the key issues in curriculum design. The overall development of one of the largest programs in the United States will be discussed. Following this, attention will be turned to two key courses - the initial course for non-specialist MBA's and the capstone course for IS majors. Among the issues to be discussed are:

- IS Program Size and Scope
- Program Strategies
- Faculty Needs
- Technology/Management Emphasis Tradeoffs
- Courses for Non-Majors
- Educating MBA Non-Specialists
- The Undergraduate Curriculum
- Models for the Undergraduate Capstone Course
- Resource Issues