specific environment but it provides guidance regarding the core content of the curriculum that should be present everywhere and suggestions regarding possible electives and career tracks based on those.

IS 2002 (Gorgone et al. 2003) was a relatively minor update of IS'97, the latest comprehensive revision of the IS model curriculum. IS 2002 included new material related to the explosive growth of the Internet and electronic business, to the extent that it included a new course specifically targeted to this topic area. Otherwise, the changes were mostly minor in nature. The previous curriculum model, IS '97 (Couger et al. 1997; Davis et al. 1997) was circulated in draft form in 1994 (Gorgone et al. 1994; Longenecker et al. 1994) and 1995 (Couger et al. 1995) and finalized in 1996. Therefore, a significant revision of the model curriculum is clearly needed and overdue. These reasons will be discussed at a more detailed level in Section 4.

The next sections present the principles guiding the curriculum revision and provide further motivation for updating IS 2002. This is followed by a review of guiding assumptions about the IS profession that helped to shape the curriculum design and evolution. Key elements of the curriculum update from IS 2002 to IS 2009 will follow. Next, the report provides a description of Information Systems as a field of academic study. The relationship of the IS courses and programs at various levels is explained. This document presents an entirely new, significantly expanded section on outcome expectations for the Information Systems graduates. This is followed by a brief presentation of the curriculum architecture, the resources needed for IS degree programs, and courses shared with other computing disciplines. Finally, the report concludes by providing high-level course descriptions of the IS 2009 model curriculum and appendices for reference.

3. PRINCIPLES GUIDING THE CURRICULUM DESIGN

The key principles that guided this effort were as follows:

1. The model curriculum should represent a consensus from the Information Systems community.

2. The model curriculum should be designed to help Information Systems faculty produce competent and confident entry level graduates well suited to workplace responsibilities.

3. The model curriculum should guide but not prescribe. Using the model curriculum guidelines, faculty can design their own courses and schools can design their own programs.

4. The model curriculum should be based on sound educational methodologies and make appropriate recommendations for consideration by Information Systems faculty.

5. The model curriculum should be flexible and adaptable to most Information Systems programs.

6. The model curriculum is not restricted to a specific domain; all Information Systems programs are, however, linked to some domain.

7. The model curriculum has a core of content that is common to all Information Systems programs.

8. The model curriculum has career targets that require both core and elective content.

4. MOTIVATION FOR UPDATING IS 2002

There are several factors motivating the IS curriculum update. This section will provide an overview of the reasons why it was critically important for the IS community to go through the curriculum revision process.

The first, and most obvious, reason is the time elapsed since the previous update. The last comprehensive undergraduate curriculum revision was IS'97 (Davis et al. 1997); IS 2002 was largely an editorial update completed to address the need to take into account the increasing popularity of e-commerce courses in the IS curriculum (Gorgone et al. 2003). Most of the work done on IS'97 was completed in the mid-1990s, making the curriculum elements closely linked to a specific set of technologies quite antiquated.

Second, there has been a great deal of change in technology and industry practices. This major contextual change has several factors driving it, including:

1. Complex globally distributed information systems development – The full extent of the distributed nature of IT development was not fully visible during the development of the previous curriculum. The skills needed by IS graduates have, consequently, changed significantly. Increasingly, many IS jobs require skills in working with colleagues and development team members around the world. Further, for business school graduates capabilities in the management of globally distributed development resources are increasingly in demand.
2. Web technologies and development – Mature modeling and development platforms for the web environment have become a core part of IS development.
3. Emergence of a new architectural paradigm. Service-oriented architecture, web services, software-as-a-service, and cloud computing are all important elements in the new way of organizing the fundamental architecture for computer-based systems and solutions that is gradually becoming the dominant paradigm of organizational computing.
4. ERP/packaged software – Information systems and business processes have become closely integrated, and increasingly often, core infrastructure applications are based on large-scale enterprise systems so that the focus has shifted from development to configuration.
5. Ubiquitous mobile computing – Global organizational life using a variety of devices has become dependent on mobile and ubiquitous platforms.
6. IT control and infrastructure frameworks – Frameworks and standards such as COBIT, ITIL, and ISO 17799, have become very important sources of guidance for IT/IS practices in organizations. We have to at least ask the question about what their role is in IS curricula.

Clearly, the professional context in which our graduates do their work has changed considerably over the past decade, and this change should be reflected in the curriculum. Not only should the new concepts be covered in the curriculum but the new model they collectively specify for computing in organizations has a profound impact on the capabilities that Information Systems graduates need.

Third, the interest in the study of IS as a field has dramatically declined among students at most institutions. Therefore, it is imperative that the IS community as a whole addresses this problem from several different perspectives, including curriculum design. The response to the enrollment