crisis cannot only be based on curriculum changes; however, an outdated curriculum can be a sufficient reason to turn a prospective student away from the discipline.

Fourth, the IS discipline must address its core principles and values within and through the curriculum. By doing so, the importance of clearly articulating the identity of the IS discipline can be established and strengthened. The recent approval of the model curriculum for the emerging IT discipline has made this reason particularly important.

Finally, the revision process was seen as a mechanism to engage the IS community in a more comprehensive way than was possible during earlier update efforts. The task force believed that the Internet and, specifically, Web 2.0 technologies would provide a strong set of technical capabilities to enable and encourage collaboration among IS academics and practitioners around the world.

Of course, this list cannot be inclusive of all motivations for the curriculum revision. We hope, however, that these issues clearly stress the importance of substantially and systematically overhauling the current curriculum.

5. GUIDING ASSUMPTIONS ABOUT THE INFORMATION SYSTEMS PROFESSION

In conceptualizing the role of information systems in the future and the requirements for IS curricula, several elements remain important and characteristic of the discipline. These characteristics evolve around four major areas of the IS profession and therefore must be integrated into any IS curriculum:

1. IS professionals exist in a broad variety of domains, including, for example, business, health care, government, and non-profit organizations. Students must therefore understand that:
   - IS professionals are enablers of successful performance in a multitude of organizations
   - IS professionals span and integrate all organizational levels and functions
   - IS professionals need both an excellent understanding of the domain within which they work and appropriate technology knowledge for their organizational role
   - Information systems in organizations are increasingly of strategic significance because of the scope of the organizational systems involved and the role systems play in enabling organizational processes and strategies.
2. IS professionals must have strong analytical and critical thinking skills to thrive in a competitive global environment. Students must therefore:
   - Be problem solvers and critical thinkers
   - Use systems concepts for understanding and framing problems
   - Be capable of applying both traditional and new concepts and skills
   - Understand that a system consists of people, procedures, hardware, software, and data within a global environment
3. IS professionals must exhibit strong ethical principles and have good interpersonal communication and team skills. Students must understand that:
   - IS professionals require the application of professional codes of conduct

- IS professionals require collaboration as well as successful individual effort
- IS professionals design and management demand excellent communication skills (oral, written, and listening)
- IS professionals require persistence, curiosity, creativity, risk taking, and a tolerance of these abilities in others

4. IS professionals must design and implement information technology solutions that enhance organizational performance. Students must therefore:
   - Possess skills in understanding and modeling organizational processes and data, defining and implementing technical and process solutions, managing projects, and integrating systems within and across organizations.
   - Be fluent in techniques for acquiring, converting, transmitting, and storing data and information
   - Focus on the application of information technology in helping individuals, groups, and organizations achieve their goals within a competitive global environment.

6. KEY ELEMENTS OF THIS CURRICULUM REVISION

The Information Systems landscape has changed significantly over the past several years. Therefore, the foundations of the curriculum must be evaluated. There are four key elements of the revision:

1. **Reaching beyond the business school.**

There is an ongoing debate regarding the nature and identity of Information Systems as a discipline. At the center of this debate is whether Information Systems is exclusively a business discipline (i.e., exists only within a business domain), or whether Information Systems can exist in a variety of domains, including law, biology, healthcare, and so on. Earlier model curricula have clearly identified business as the domain in which IS was located. As shown in Figure 1 below (excerpted from IS 2002), business was the exclusive domain for prior versions of the model curriculum where domain content was shown as "business fundamentals." Although IS 2002 clearly acknowledges that IS programs could and do exist outside business schools, it also took the position that the primary (exclusive) domain for graduates was business and "technology-enabled business development" (further clarified as systems analysis and design, business process management, systems implementation, and IS project management).

No longer should the Information Systems paradigm be exclusive to the business school context. Even though business will likely continue to be the primary domain for Information Systems, the discipline provides expertise that is critically important for an increasing number of domains.

2. Revising the outcome expectations for IS graduates and proposing subsequent changes to the curriculum topics.

This category includes subsequent changes to the curriculum topics to reflect the changed outcome expectations. This change centers on the radical contextual change both in terms of technology and business discussed above. These actions are a critically important and natural part of the revision process.