

# An Eye Toward the Softer Side of CC2020 Computing Curricula: Professional, Legal, and Ethical Artificial Intelligence Issues

Christine Ladwig  
cladwig@semo.edu  
Department of Marketing

Dana Schwieger  
dschwieger@semo.edu  
Department of Management

Southeast Missouri State University  
Cape Girardeau, MO 63701, USA

## Abstract

Hollywood screenwriters worry about Artificial Intelligence (AI) replacements taking over their jobs. Famous museums litigate to protect their art from AI infringement. A major retailer scraps a machine-learning based recruitment program that was biased against women. These are just a few examples of how AI is affecting the world of work, learning, and living. MIS and computer science students are among the professional groups who are embarking into careers with nebulous frontiers obscured by the outcroppings brought on by AI. Computer Science and Information System curriculum task forces have recognized the increasing ethical and professional implications developers' work can have beyond the scope of the programmers' code. In this article, the authors examine the professional, legal, and ethical implications of copyrights and algorithmic bias resulting from development of AI-enhanced applications and offer suggestions for addressing these topics in courses considering changes to the CC2020 and IS2020 Model Curriculum frameworks.

**Keywords:** Artificial Intelligence, Copyright infringement, Teaching strategies, Risk management, Programming bias, CC2020 Computing Curricula, IS2020 framework

An updated and full version of this manuscript may be found at <https://isedj.org>