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Abstracts of Presentations

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ISECON Paper / Panel / Workshop / Abstracts

Title: ABET CAC Accreditation Experience – Intent and Reality— The Information Systems Perspective, The

Authorship: Kohun and Wood

Affiliation(s): Robert Morris University

Abstract: This paper addresses unresolved issues associated with the Accreditation Board for Engineering and Technology, Computing Accreditation Commission (ABET CAC) accreditation process for Information Systems (IS) programs. To approach these issues, we will discuss the history of IS accreditation, the standards, the ABET accreditation process, and conclude with some of our observations and recommendations for prospective programs. Robert Morris University in Pittsburgh, PA was among the first group of programs evaluated by ABET CAC. This paper is based on Robert Morris University experience with the accreditation process and visit conducted in the Fall of 2002.

Title: Accreditation From A to Z: A Primer for Institutions Seeking IS Accreditation for the First Time

Authorship: Feinstein, Bailes, and Zant

Affiliation(s): {University of South Alabama} {East Tennessee State University} {Illinois State University}

Abstract: The process of accreditation can seem daunting for individuals and institutions seeking accreditation for the first time. This panel will discuss the process from beginning to end to help clear the maze. 1. Initiating the accreditation process 2. The Self Study 3. Informing ABET 4. Preparing for the visit 5. The visit 6. Post visit activities 7. Response to the Preliminary Statement 8. Accreditation actions

Title: Action Learning Model to Increase Critical Thinking Skills in an ALN Masters Information Systems Capstone Course, An

Authorship: Burns and Janicki

Affiliation(s): {DePaul University} {University of North Carolina at Wilmington}

Abstract: Critical thinking and problem solving skills are essential for Information Systems (IS) graduate students, but these skills can be difficult to teach, particularly in asynchronous learning network (ALN) environments. Emphasis to teach or reinforce these skills is usually concentrated in an IS capstone course. The capstone is commonly taught with the case method using interactive, argumentative case discussions in class to develop critical thinking skills. However, at one university a new challenge is introduced: how to offer the capstone course in an asynchronous delivery mode, where interactivity is difficult to achieve. This paper details efforts to deliver the capstone via an alternative approach drawing on principles from action learning theory. The course emphasizes analysis and research to integrate theoretical IS concepts with practice. Preliminary data on student perception of learning is presented comparing the method delivered in synchronous and asynchronous modes.

Title: Addressing Student Difficulties in Using Numeric Data Downloaded from the World Wide Web

Authorship: Pelosi and Russell

Affiliation(s): Western New England College

Abstract: The authors describe three circumstances under which a student's ability to download data from the World Wide Web can be complicated, and requires a level of skill beyond what can be reasonably expected of casual student users. The assumption is made that the downloaded data is to be subsequently analyzed in commonly-available data analysis tools. They conclude with suggestions to faculty and administrators on ways students can be supported in downloading data.

Title: Advancing Local Degree Programs Using the IS Model Curriculum

Authorship: McGinnis and Slauson

Affiliation(s): Mesa State College

Abstract: Several options exist for faculty endeavoring to enhance and advance an Information Systems (IS) program. For two decades, one liberal arts college has offered, maintained and advanced an Information Systems program emphasizing the IS'90, IS'97 and IS'2002 model curricula. Endeavoring to maintain a balance between business, technical and interpersonal skills, the faculty has created a Bachelors of Science Degree in Computer Information Systems (CIS). The positive results from recent involvement in the Institute for Certification of Computing Professionals (ICCP) core examination and testing of the students currently enrolled in this program confirm that the faculty has succeeded in creating a strong and viable program. Faculty commitment to continuous improvement and a coordinated effort to cover the learning objectives of the IS model curricula have advanced this degree program. Using a model curriculum while committing to continuous improvement facilitates the creation and maintenance of strong IS degree programs.

Title: Applicability of CMMI to the IS Curriculum

Authorship: White, Longenecker, Leidig, Reynolds, and Yarbrough

Affiliation(s): {Quinnipiac University} {University of South Alabama} {Grand Valley State University} {Grand Valley State University} {Northrop-Grumman, Inc. }

Abstract: Information Systems (IS), as an academic discipline, has grown from its early days as data processing to where we are now, recognized as a true academic discipline, with graduates assuming positions as systems analysts, project managers, applications developers, web designers and more. Business cannot live without quality information. Quality information systems have become the lifeblood that sustains business; but, information systems projects became notorious for being late, over budget and not delivering what was originally promised or worse yet, having no idea about the true nature of the system requirements at all. A major step to remedying this was the promulgation of the Capability Maturity Model (CMM), which assessed how effectively software development groups were performing. Recently, Capability Maturity Model Integrated (CMMI) was advanced by Carnegie Mellon as the extension of the CMM concepts to organizations. This panel will explore the combining of academic discipline specifications of IS 2002 with the controlled and measured approaches of the CMMI to effectively monitor and deal with IS curriculum change and quality enhancement.

Title: Applications Designed to Promote a New Way to Ensure Home Security

Authorship: Hossain

Affiliation(s): The University of Maine

Abstract: Fingerprint-based applications hold a promising future in terms of resolving numerous security hazards. In order to offer efficient security systems for the households, we investigate prototypes, technologies, and frameworks that will transcend the current state of practice in household security application systems. In this paper, we first discuss the current practices and trends in the regular door locks. Then, we investigate a number of research issues and future directions in fingerprint-based development for door locks.

Title: Architecting of Learning Organizations: The IS Practitioners' Challenge in Systems Thinking

Authorship: Vat

Affiliation(s): University of Macau

Abstract: This paper investigates the architecting of learning organizations in the study of information systems (IS) design. Specifically, we emphasize the role of a suitable organizational context in the development of various information systems supporting the specific requirements of today's organizational dynamics. The paper describes our initiatives in systems thinking to substantiate IS education in terms of expositing the practitioners' challenge to tailor the design of appropriate IS's according to the evolving contexts of human activity systems. To realize the various IS services in a learning organization, whose requirements are increasingly innovated over different organizational scenarios, we stress the importance of identifying the locus of transformation so as to ensure the fulfillment of organizational goals. This is done by presenting our 4-R framework to direct the IS efforts in pursuit of the learning organization ideal, and by discussing the collaboration required of the IS teams to facilitate the incremental transformation into a learning organization through a concerted effort in organizational modeling.

Title: Assessment of Spreadsheet and Database Skills in the Undergraduate Student

Authorship: Baugh

Affiliation(s): Robert Morris University

Abstract: What makes a student computer literate? Since spreadsheets and databases are used in many applications, across many platforms, minimal skills in these areas are often seen as components of computer literacy. This paper describes the process of the evaluation of undergraduate students in the area of spreadsheet and database topics. The students were tested at the onset of an Information Systems Applications course, a requirement in the University's core curriculum. The students were expected to have attained a certain skill set prior to this course. The results of the assessment are discussed and changes to the curriculum are presented based upon the exam results.

Title: Baccalaureate Programs in Information Technology: Model Curriculum and Accreditation Criteria

Authorship: Lawson

Affiliation(s): Rochester Institute Technology

Abstract: Over the past several years there has been considerable activity on the part of a number of groups interested in accreditation of Information Technology (IT) programs. Unlike most other professional baccalaureate programs, there is, as yet, no organization to accredit undergraduate programs in Information Technology, and no accreditation standards. The Society of Information Technology Educators (SITE), which has recently affiliated with ACM to become the ACM Special

Interest Group for Information Technology Education (SIGITE), has been working on the development of a model curriculum for IT and has completed development of a draft proposal for IT specific accreditation criteria. This session will present the draft accreditation standards and latest developments, which appear to be leading to accreditation of IT programs possibly as early as 2004-2005. It will also provide an update on the development of a model curriculum for IT.

Title: Balance between Teaching and Research: The Development of a Survey Instrument to Assess Factors that Affect MIS Research, The

Authorship: McCarthy, White, and Claffey

Affiliation(s): {Quinnipiac University} {Quinnipiac University} {Central Connecticut State University}

Abstract: Management information systems are a comprehensive discipline. Over the years there have been many areas of research covering topics such as IT research, strategy, technology, and implementation in a variety of environments. Numerous studies have examined factors related to various areas of research as well as rankings of various kinds. Prolific authors were surveyed using a qualitative questionnaire for the purpose of obtaining data on the factors that motivate their research. This study reports upon the completion of a pilot study in the development of a quantitative research instrument to evaluate the factors that affect MIS research.

Title: Barriers to E-Learning in Information Systems

Authorship: White, Tastle, and Fox

Affiliation(s): {Quinnipiac University} {Ithaca College}{Quinnipiac University}

Abstract: E-learning has become a reality in Information Systems education. As part of a larger study, the authors surveyed 103 information systems academics from the USA and Australia to determine the motivations for designing and creating e-courses. This paper looks at the three most frequently mentioned reasons for not being involved in e-learning in IS. Using readily available lists of IS academics, the overwhelming majority of respondents have created only one or two e-courses, took up the challenge out of personal desire or a personal need to add value to an already existing course, and that pecuniary compensation was not the main personal motivation. The data suggests that not all e-courses are as successful as one would expect, for almost 20% of the respondents are neutral in their overall satisfaction with the e-course experience. Seventy-one percent of respondents spent more time teaching an e-course than a traditional course, and 89% report it taking more time to prepare an e-course. The survey concludes that students appear to learn only slightly more in an e-course than a traditional one.

Title: Bridging the Technological Gap between Academia and Industry:Towards a Successful e-Commerce Graduate Program

Authorship: Song, Trajkovski, and Hong

Affiliation(s): Towson University

Abstract: Nothing is more important in the IT world than having the right skill sets in the right time. Recent advances in e-Commerce technologies draw a lot of attention from both industry and academia. The former is looking for the people with the skill set that can be applicable immediately and the latter is trying to meet those needs. However, the rapid changes in e-Commerce technologies and the inertia in academia to reflect these changes curriculum-wide, make the industry's need hard to be met. Industry is always concerned in keeping up with new technologies for the fear of getting left behind. On the other hand, the programs offered in academic institutions seem to always be behind. In this paper, we compare current e-Commerce technologies with the existing e-Commerce graduate programs in the US, thus factually identifying the apparent gap between academia and industry. With our suggested e-Commerce graduate program, we propose a solution that attempts to bridge this gap.

Title: Brief Tutorial in Traditional vs. OO Programming Using Java, A

Authorship: Johnson

Affiliation(s): Southwest Missouri State University

Abstract: Object-orientation (OO) is a relatively recent approach to addressing problems in systems development. However, OO is viewed by many as difficult to learn. This paper discusses how object-oriented programming is taught at one university and directly compares, through the use simple, straightforward examples, the traditional and OO methods of programming using the Java language. The paper demonstrates that in many important ways, OO is definitely superior to traditional methods, yet simple to understand.

Title: Capstone Introductory IS Course: Strengthening Coverage of IS2002.1 and Disentangling it from IS2002.p0, A

Authorship: Schatzberg

Affiliation(s): University of New Mexico

Abstract: The undergraduate introductory Management Information Systems (MIS) course has evolved from a focus on hands-on personal productivity skills (IS2002.p0) to a focus on MIS concepts (IS2002.1) and case studies. This evolution reflects the changes in students' exposure to and skills with microcomputers. This work reports on the experiences and course re-design at the University of New Mexico (UNM). While still an introductory MIS course, the UNM model requires a significant number of management pre-requisite courses and is positioned more as a capstone than as an entry-level MIS course. The results of a short questionnaire sent to ISWORLD email list suggests that the course at UNM remains somewhat unique. The course design and rationale are the central focus of this paper.

Title: Case-Based Approach to Integrating an Information Technology Curriculum, A

Authorship: Hartzel, Spangler, Gal-Or, and Jones

Affiliation(s): Duquesne University

Abstract: This paper describes our plan to use a single business case scenario as a mechanism for integrating our undergraduate IT curriculum. Our proposal is to use an on-line course management tool, as well as an integrated CASE tool, as repositories to facilitate the conceptual and physical integration of courses in our undergraduate Information Technology major. The business case will serve as the basis for student deliverables throughout the courses. As a student progresses through the curriculum, deliverables from prerequisite courses will be available as inputs into subsequent courses. We will use the requirements of the capstone course to determine the scope and requirements of the business case. Then we will incorporate the case requirements into the objectives and deliverables of the preceding foundation courses.

Title: CIS Curriculum Development Post-dot-com

Authorship: VanLengen

Affiliation(s): Northern Arizona University

Abstract: The information technology (IT) job market has gone from a seller's to a buyer's market. From the late 1990s until early spring 2001 graduating IT students received numerous job offers with high salaries and bonuses. Today few job offers are made and salaries are now up to 10% less than two to three years ago. The dot-com implosion and economic downturn along with offshore outsourcing of IT jobs has led to this situation. Colleges and universities need to examine their IT curriculum to ensure that students are being properly prepared for current and future job trends.

Title: COBOL DFA Tool: A Work in Progress, The

Authorship: Finkbine

Affiliation(s): Indiana University Southeast

Abstract: Common today in Computer Information Systems (CIS) education programs are two types of analysis for software development, top-down and object-oriented. Often overlooked is state transition analysis. In an effort to introduce students to the concept of deterministic finite automata, an advance programming in COBOL course completed a final project of building a DFA tool in COBOL.

Title: Comparison of Academic and Government Information Security Curriculum Standards, A

Authorship: Manson and Curl

Affiliation(s): California State Polytechnic Univ Pomona

Abstract: This paper compares the ISECON model curriculum approach and topic areas to the National Security Agency's most common standard for information assurance certification -- the National Security Telecommunications and Information Systems Security Instruction (NSTISSI) No. 4011. Comparing these two standards provides a unique vantage point to better examine the merits of government and academic/industry expectations in the information security area.

Title: Comparison of the ERP Offerings of AACSB, A

Authorship: MacKinnon

Affiliation(s): {Georgia Southern University} {} {}

Abstract:

Title: Considerations for Partitioning Application Activities in a Multi-Tiered Environment

Authorship: Jordan

Affiliation(s): Purdue University Calumet

Abstract: Web services, a type of multi-tiered application, is gaining in popularity. With any type of multi-tiered application, decisions are made concerning the partitioning of application activities. This paper describes the considerations that should be taken into account when deciding on which tier a particular activity of a multi-tiered application should be placed.

Title: Continued Relevance of COBOL in Business and Academia: Current Situation and Comparison to the Year 2000 Study

Authorship: Carr and Kizior

Affiliation(s): {Eastern Kentucky University} {Loyola University Chicago}

Abstract: This research reports the results from a set of two surveys conducted at the end of 2002 from business, government, and non-profit employers who may be using COBOL applications in their information systems and from academic institutions with undergraduate CIS/IS programs that may offer COBOL instruction in their curriculum. The surveys asked questions of respondents very similar to surveys conducted by the same authors in 1999 and reported by the authors in early 2000. Time trends between the previous study and this study are examined. The current survey also obtained data pertinent to emerging technologies that were either too new or not existent in 1999. The perceived impact of these new technologies upon business and non-profit organizations as well as upon academic curriculum is reported through discussion of IS/IT executives' and academics' perceptions concerning the importance of the COBOL language in future IS/IT business application development over the next 10 years.

Title: Continuous Improvement in an MSIS Graduate Program

Authorship: Dennis and Dennis

Affiliation(s): Dakota State University

Abstract: The quality-oriented organization makes customer satisfaction its main focus. To deliver quality products, process owners must determine the needs, requirements, and expectations of customers. They must then ensure the process outputs meet customer needs. In the context of quality, continuous improvement means a systematic approach to closing the gap between customer expectations and the characteristics of process outputs. This paper details the continuous improvement approach taken with regard to the MSIS program at Dakota State University. The MSIS program is a relatively new program which has undergone continuous changes since its inception. This paper discusses the approach taken by the administrators of the program to establish a mechanism designed to obtain customer feedback and a process to determine and implement changes in the program. The goal has consistently been to make changes that meet the needs of the students, while maintaining or improving the quality of the educational process.

Title: Creating a Collaborative B2B Environment in the Classroom: Evaluation of Methods Utilized in an International Simulation over a 4-Year Period

Authorship: Antonucci and zur Muehlen

Affiliation(s): {Widener University} {Stevens Institute of Technology}

Abstract: As businesses of the 21st century continue to expand their relationships with partners and customers enabled by information technologies, Universities need to prepare and expose students to the organizational and technical issues that enterprises encounter when developing business-to-business (B2B) systems. Understanding the issues and the ability to establish, develop, and manage B2B environments are skills needed in this 21st century spirit of e-Business. This paper explains how to create and conduct a collaborative B2B environment in the classroom based on the experiences of a 4-year cooperative curriculum between two Universities. In addition, the analyses results of the collaboration methods utilized over that 4-year period are presented. These results have implications on what collaboration methods may be or may not be successful in conducting a B2B simulation in your curriculum.

Title: Creating Significant Learning Experiences in Systems Analysis and Design: Towards a Service Learning Paradigm

Authorship: Saulnier

Affiliation(s): Quinnipiac University

Abstract: This paper proposes creating "significant" learning experiences for our students by employing a Service Learning paradigm in Systems Analysis and Design. "Significant" learning is defined and Fink's Significant Learning paradigm is presented. Course objectives for Systems Analysis and Design are posited and the weaknesses of traditional approaches, including case studies, are discussed. Service Learning is defined, the roots of Service Learning are explored, and reasons are given for using Service Learning for today's college students. The Albert Schweitzer Institute is described, and results of using a Service Learning approach in Systems Analysis and Design via the Albert Schweitzer Institute are presented. It is shown how "significant" student learning occurs via using a Service Learning approach and directions for future course development are proposed.

Title: Critical Thinking through Writing in Information Systems Courses

Authorship: Pomykalski

Affiliation(s): Susquehanna University

Abstract: One of the guiding assumptions of the IS2002 Model Curriculum is that all Information Systems professionals "must have good interpersonal communication and team skills;" namely writing skills. In this paper, the author addresses one way of giving information systems students practice with writing skills. The Non-Technology Report is a writing/research paper that helps the student develop both their writing skills as well as critical thinking skills in finding and evaluating information.

Title: Cultivating an MIS Faculty for a Tenure-Eligible Position at a Small Private College

Authorship: Wee, Jensen, and Christianson

Affiliation(s): Luther College

Abstract: One of the key difficulties faced by many small colleges in recruiting for tenure-eligible management information systems (MIS) position is the ability to attract those candidates with doctoral qualification. The competition for those candidates is intense because the demand for them exceeds the supply. There has been a gradual decline in the number of information systems doctoral students since 1993 while the number of tenure-eligible positions has grown dramatically. Besides pursuing an academic career, doctoral students are also enticed by career opportunities in the industry. The purpose of this paper is to share how a small, private liberal arts college supported the recruiting, nurturing, and mentoring of a female MIS faculty member for a tenure-eligible position after the search for a candidate with the required qualifications was unsuccessful. This initiative is in its fourth year of a six-year time frame. The college and the home department supported the faculty member by issuing longer-term contract, allowing course releases, helping her to obtain external funding, scheduling classes to facilitate her travel to attend graduate classes, giving mentoring support, providing funding to conferences, and providing monetary support for textbooks and tuition for her graduate program. Outcomes, perspectives, and lessons learned of various stakeholders are also presented.

Title: Customized Learning Systems: Introducing the Knowledge Delivery Cube

Authorship: Hall and Morrissey

Affiliation(s): Pepperdine University

Abstract: Distance learning has come a long way since Sir Isaac Pitman initiated the first correspondence course in the early 1840's. Today the number of working adults who are returning to the classroom is growing rapidly as a result of changing market conditions and technological developments. These dynamics call for new and innovative systems for providing instructional content to the business community. To meet these challenges the traditional classroom approach to business instruction is giving away to a more holistic learning paradigm where both the pedagogical and andragogical focus is on knowledge acquisition and management. The one-size fits all educational approach of the past is being replaced by customized learning systems. The purpose of this paper is to introduce the knowledge delivery cube stratagem. This learning system is designed to replace the three pillars of traditional instruction: fixed time, fixed location and fixed learning pace with a more flexible and customized approach for delivering management education.

Title: Data-driven Web Applications with ASP, JSP, and ASP.NET

Authorship: VanLengen and Haney

Affiliation(s): Northern Arizona University

Abstract:

Title: Decision Support Systems: A Study of Telework Initiatives

Authorship: Zhuang

Affiliation(s): {Southern University at New Orleans} {} {}

Abstract:

Title: Design and Implementation of a Doctoral Program of Management in Information Technology

Authorship: Steenkamp and DeGennaro

Affiliation(s): Lawrence Technological University

Abstract: The paper reports on an initiative taken by the Graduate College of Management, Lawrence Technological University to establish a Doctorate of Management in Information Technology (DMIT). The DMIT has a scholar/practitioner orientation designed for working professionals with high levels of managerial, technical and analytical expertise in the sub-fields of information technology (IT). The goal of the DMIT is to provide students with an advanced learning experience focused on leadership in IT through the integration of IT into business and industrial processes to attain higher levels of efficiencies and quality. The DMIT Program endorses learning outcomes in four categories: Theoretical outcomes, informational outcomes, skill-sets and informing of practice. In addition the program addresses six thematic areas of scholarship and practice, namely abstraction and modeling, process, optimization, quality, measurement and

manufacturing. A feasibility study determined the knowledge needs of professionals in the field of IT, and was followed by an implementation proposal to stakeholders, university management and accrediting bodies. The rationale of the program, the curriculum, the teaching and learning model, and some lessons learnt thus far in the implementation.

Title: Designing a Prerequisite Course for a Computer Information Systems Program in a Computer Science Curriculum

Authorship: Wu

Affiliation(s): California State University San Marcos

Abstract: We are designing a new Computer Information Systems program in our department. Being housed in the Computer Science Department, this program will emphasize more solid technical knowledge of software and hardware than traditional Information Systems programs housed in business schools. In order to strengthen the programming background of our students, a prerequisite course covering skills in word processing, spreadsheet, and database systems as well as programming techniques is very desirable. We are converting an existing general education course for non-Computer Science majors to such a prerequisite course for our new Computer Information Systems program.

Title: Designing Labs for a Sequence of Network Courses

Authorship: Owen and Black

Affiliation(s): University of South Alabama

Abstract: This paper describes the design objectives for a set of networking laboratories to be used in conjunction with a sequence of networking courses. The strong demand from both industry and model curricula provides justification for both conceptual and practical student training. The design of networking labs is complex because of the hardware and software demands in networking. The goal of developing labs that are flexible, affordable, and maintainable is described along with some suggested lab designs and uses.

Title: Developing a Collaborative Learning Facility to Support Advanced Information Systems Courses: The LMU Experience

Authorship: Ewusi-Mensah, Seal, and Abraham

Affiliation(s): Loyola Marymount University

Abstract: This paper describes the development of a facility designed and implemented to support collaborative learning and advanced electives in Information Systems. The complete process from the development of a successful grant proposal to the final implementation and operations of the facility are discussed. The paper also describes the logistics of the implementation and lessons learned from this project.

Title: Developing and Using an Integrated Collection of Rich Real-Life Analogies and Metaphors in the Teaching of Complex IT Concepts

Authorship: Nguyen

Affiliation(s): California State University Long Beach

Abstract: Common IT (information technology) concepts/notions are generally complex and rather difficult for new students to grasp. These include, for example, (a) OOP (object-oriented programming) notions of abstraction, encapsulation, inheritance and polymorphism or (b) those associated with ISO/OSI (International Standards Organization/Open System Interconnect) reference model such as the notions of protocols, services, and standards. The basic concepts of OOP in example (a), if well presented, will facilitate the understanding of other relevant concepts, e.g. class versus instance methods/data, method overloading and overriding, use of foundation classes and interfaces as well as OO program design. Similarly, the basic concepts of ISO/OSI in example (b) should be well understood before the introduction of other related concepts such as internetworking with circuit-switching or packet-switching, forward and reverse address resolution, hop, time-to-live, communications gateways, message-oriented middleware, security public/private key or socket programming. It is a real challenge for instructors to adequately convey the complex IT concepts to students, especially to those majored in Information Systems and/or other non-Computer Science disciplines. Quite often, the instructors use fragmented, piecemeal and ad hoc analogies, and refer to isolated metaphors drawn from numerous and disparate sources, in the teaching of such complex concepts. This paper presents a simple and practical method to developing and using an integrated collection of rich real-life analogies and organized metaphors for better conveying and teaching complex IT concepts. For illustration of the method, the paper uses two examples: the first with emphasis on the development of an analogous model, and the second focusing on its metaphorical usage. The model in the first example is developed for the teaching of internetworking concepts and facilities and is labeled as a human communication model, analogous to the OSI model. The second shows the use of an extended version of the analogous model for the explanation of basic OOP programming concepts and capabilities using their real-life metaphor counterparts. Discussions and concluding remarks follow.

Title: Developing an Information Assurance Program Integrating IS Security
Authorship: Dennis, Moran, and Streff
Affiliation(s): Dakota State University
Abstract:

Title: Developing Mobile Database Centric applications using Visual Basic and ASP.NET
Authorship: Stokes
Affiliation(s): Microsoft Corporation
Abstract:

Title: Development and Revision of a Model Curriculum in Organizational and End-User Information Systems, The
Authorship: Daniels and Feather-Gannon
Affiliation(s): Pace University
Abstract: This paper provides an overview of the development of a model curriculum in information technology—the Model Curriculum in Organizational and End-User Information Systems. The model was developed by a curriculum committee made up of educators and professionals in a variety of locales and specialties in the field of information technology and end-user information systems. The paper covers the evolution of the curriculum model; the process of its development, including the use of a groupware product named Facilitate.com that enabled the group of disparate committee members to overcome the challenge of working together on this project; and the final model curriculum, complete with fully developed courses.

Title: Effectiveness and Efficiency in Information Technology Projects: SWOT Analysis and Theory of Constraint
Authorship: Sabbaghi and Vaidyanathan
Affiliation(s): Indiana University South Bend
Abstract: The purpose of this study is to analyze the role of Strengths, Weakness, Opportunities and Threats (SWOT) analysis and the Theory of Constraint (TOC) approach in the planning and execution of Information Technology (IT) projects. Organizations consider a number of trade-offs during the entire lifecycle of an IT project due to the conflicts between limited resource availability and the timely delivery of projects. The problem of "how to best evaluate and select" from the myriad of proposed projects, particularly when all of them promise appealing contributions, remain highly challenging. Proper selection of projects minimizes these trade-offs and conflicts. This study will use the synergies of SWOT analysis and TOC to measure the potential benefit and cost tradeoffs. Such measures can be used to examine the effectiveness and efficiency of IT project management. A Five-step TOC thinking process framework that will enable project management teams to develop an integrated strategy is also discussed in this study.

Title: Electronic Commerce: An Alternative for Small Businesses
Authorship: Alijani, Amugo, Eweni, Welsh, and Belkhouche
Affiliation(s): {Southern University at New Orleans} {Southern University at New Orleans} {Southern University at New Orleans} {Southern University at New Orleans} {Tulane University}
Abstract: Electronic commerce technology offers new opportunities for small and medium-sized enterprises to extend their customer base in the global marketplace. One of the major technological challenges for many of these businesses is the lack of both information technology skills and knowledge about electronic commerce. Adopting electronic commerce can be difficult and without these needed skills and appropriate knowledge, businesses cannot make sound decisions for either daily or long-term operations. The purpose of this research was to investigate the success and failure rates of small businesses that engaged in electronic commerce by evaluating their sales performance. The data used included both the revenues from total sales and the electronic commerce portion of these revenues for the period of 1998-2001. Factors investigated included the year-to-year change in revenue and the percentage of total sales related to electronic commerce.

Title: Emergence of an IT Discipline: An Evolutionary Perspective, The
Authorship: Pardue
Affiliation(s): {University of South Alabama} {} {}
Abstract:

Title: Enhancing The Web Customer's Experience: Techniques and Business Impacts of Web Personalization and Customization
Authorship: Drogan and Hsu
Affiliation(s): Fairleigh Dickinson University

Abstract: The ease and speed with which business transactions can be carried out over the Web has been a key driving force in the rapid growth of e-commerce. The ability to track user browsing behavior down to individual mouse clicks has brought the vendor and end customer closer than ever before. It is now possible for vendors to personalize their product messages for individual customers on a massive scale, a phenomenon referred to as “mass customization” (Mobasher, Cooley and Srivastava, 2000). This paper will explore the topic of web personalization/customization. Simple techniques such as the ability for a user to create a personalized “home page” will be discussed as well as more advanced techniques such as web usage mining that do not rely on user input but instead on user activity. Using such techniques, sites can adapt themselves to user preferences without requiring that users take the time to complete profile information. In addition to individual personalization, this paper will explore the topic of group personalization or ‘adaptive’ web sites. As a web site grows and evolves, its original design may no longer be appropriate. Web servers record data about user interactions and accumulate this data over time. This paper will also cover the topic of “spyware.” The purpose of spyware is to record a web user’s surfing patterns and deliver more personalized and targeted advertising based on those usage patterns. Privacy, government issues, and also the business impact of customization/personalization are also explored.

Title: Examination of Creativity in the Information Systems Curriculum Model and a Proposal for Revision, An
Authorship: Sweeney

Affiliation(s): University of South Alabama

Abstract: The importance of creativity in the Information Systems area has been long debated. Creativity has been included in the IS Model Curriculum since 1995. The current IS 2002 Model Curriculum and the IS '97 Model curriculum are compared and contrasted with regard to their inclusion of the topic of creativity. Based on this review, a proposal for a revision to the IS Model Curriculum relative to the role of creativity is presented.

Title: Exploiting the Complimentary Strengths of Computer Science and Information Systems in the Development and Implementation of Computing Curricula: A Case of an African University

Authorship: Ojo

Affiliation(s): University of Botswana

Abstract: This paper presents how the complementary strengths of Computer Science and Information Systems are exploited in the development and implementation of computing curricula in an African university. This is an attempt at minimising the gap between the products of an earlier Computer Science program and market demand. The computing curricula evolved through an integrative and collaborative process. The evolutionary process started with the infusion of IS ideas into an existing Computer Science curriculum and ends with multi-stream collaborative Computing curricula. Key elements of the approach are presented. Some lessons drawn from our experience are presented.

Title: Extraction, Transformation, and Loading in a Data Warehouse Course

Authorship: Boyno

Affiliation(s): Montclair State University

Abstract: This paper describes my experiences teaching a unit on Extraction, Transformation and Loading as part of a course on Data Warehousing. After a brief discussion of the process in general, it concentrates on one of the more interesting parts of that process, Data Cleansing. Some of the problems that may occur during Data Cleansing are discussed as well as some of the techniques that might be used to address them. Student exercises, some elementary, some more challenging, are presented and discussed. Finally, the paper addresses some of the problems I encountered and possible future work.

Title: First Course in Database Management, A

Authorship: Baugh

Affiliation(s): Robert Morris University

Abstract: This paper describes a course that provides Computer Information System students with an introduction to Database Management in which they choose their own semester database project. The course was designed to allow the student to work on his project while learning the database theory in a concurrent manner. The organization of the course is presented, including a database written to track the progress of the students with their work. This database is available for download. The results of the student projects as well as student attitudes are discussed and recommendations for course structure and content are presented.

Title: Fundamental Patterns for Logic Design

Authorship: Zant

Affiliation(s): Illinois State University

Abstract: Students new to information technology are often at a loss as to how to transform a problem statement into a program design. A number of different approaches have been proposed to provide students more guidance than is typically found in introductory texts. A new approach is presented that is based on two fundamental patterns in computing—the Input-Process-Output pattern and the Initialization-Loop-Termination pattern. An example application of the approach is presented.

Title: Global Competitive Internet Usage Forecasting Across Countries and Languages

Authorship: Wei

Affiliation(s): The University of West Florida

Abstract: With the Internet replacing the traditional style of doing business, the globalization of business is a factor changing traditional business practice. The worldwide Internet users have undergone a dramatic increase in the last three years. The key factors, which have led to this tremendous rise, include Internet technology development and reduced Internet surfing charges. This study projects and analyzes the global Internet users across the world using a panel in top 15 countries with the most Internet users and global online multi-linguistic population using a panel in 11 online languages in historical 6 years. Time series forecasting analysis is used to predict Internet users across countries and languages. The objective of this paper is to help people who are interested in global Internet business to better understand international Internet market, and to give them a large picture of international Internet industry and market in the future. It also helps people who are interested in the design of multi-linguistic Website in order to conduct global business.

Title: Grade Distribution and Its Impact on CIS Faculty Evaluations: 1992-2002

Authorship: McDonald and Johnson

Affiliation(s): Georgia State University

Abstract: This study examined the longitudinal effects of grade distribution and faculty evaluations in a large Computer Information System department. A significant relationship was identified between grade inflation and the letter grades issued by faculty over a 10-year period. Additionally significant was the effect of students' expectations of high grades and their evaluations of faculty performance.

Title: Identifying Effective Factors for Women Participation in Technology: A Database Model

Authorship: Nicolai

Affiliation(s): Purdue University Calumet

Abstract: This paper is a continuance of a paper presented at the ISECON 2001 Conference addressing the issue of how our young women are not only falling through the cracks of the information superhighway, but are not even interested in the technology field, published in April of 2000 by the American Association of University Women (AAUW). In June 2002, the National Coalition for Women and Girls in Education published a report on gender equity in technology and issued a D+ to our nation's schools. After two years of creating programs that offer different strategies to attract more females to the technology field, the factors that contribute to this phenomenon have been identified. Studies have found that there is a lack of mentorship at the high school level, because girls are again facing decade-old stereotypical biases. Girls want careers in which they can "make a difference." Girls have little or no knowledge about IT careers. The research information has been organized into a database model as a base for future studies investigating the continued phenomenon of gender inequality in the technology field. This model has identified the major entity or category groups, normalized the data into a database model using current relational database methodology. The result presented in the paper defines a physical database structure that will incorporate existing information that will add to the "body of knowledge" of contribution factors of the gender inequity in the field of technology.

Title: Implications of Information Assurance and Security Crisis on Computing Model Curricula, The

Authorship: McGinnis and Comstock

Affiliation(s): Mesa State College

Abstract: IT security is a complex problem that has become monumental in recent years. Identity theft is rapidly increasing. Cyberterrorism has caused new fears. With the explosive growth of the Internet and new technologies, hackers have found new ways to exploit systems. This has created a shortage of IT people trained in security. While salaries in other IT sectors are decreasing, security salaries are increasing. Government funding for security is growing, both within government agencies and for colleges. These factors imply that higher education and model curricula should include information assurance and security as a component in their programs. An examination of three computing model curricula shows inclusion of information assurance and security. Computing educators need to promote the inclusion of information assurance and security in higher education.

Title: Improving Web Accessibility Through Service-Learning Partnerships

Authorship: Lazar

Affiliation(s): Towson University

Abstract: This paper describes a service-learning project in a graduate web usability class at Towson University. The focus of the service-learning project is on helping non-profit organizations in the Baltimore-Washington area make their web sites more accessible for people with disabilities, while providing real-world experiences for students. This paper provides a background on web accessibility, the methods used to implement service learning, and the outcomes. This project had a positive impact on both the students, who were able to apply their skills in the community, as well as the non-profit organizations, who were able to gain insights on how to make their web sites more accessible.

Title: Influence of Covey Habit Training on Teams

Authorship: Folse, Longenecker, and Daigle

Affiliation(s): University of South Alabama

Abstract: Is there a way to provide simple guidelines for team communication that could easily be adopted by individuals? In his book, *The Seven Habits of Highly Effective People*, Stephen Covey suggests that applying his small collection of guidelines or "habits" will result in successful group interaction. A study was conducted to examine the influence of Covey-centered habit training on student teams involved in information systems projects. The study applied different treatments of Covey training to undergraduate and graduate student project teams at the beginning of their information systems project development. At the conclusion of the project development, a survey instrument was distributed to collect information about Covey knowledge, self-assessed perceptions of applying Covey habits for a team project, and self-assessed perceptions of competency in information systems development. The study results suggest that, while there may be no significant difference in Covey skill knowledge and self-assessed perceptions of competency in information systems development between the control group and the experimental group, there may be a significant difference in the self-assessed perceptions of mastery of Covey-centered independent and interdependent habits.

Title: Information Certification under the Sarbanes-Oxley Act: Implications for Computing Educators

Authorship: Cantu, Gonzalez, Leal, Koong, and Liu

Affiliation(s): The University of Texas Pan American

Abstract: Information content contained in scheduled annual reports and released to the public is normally accepted as accurate. In addition to the relatively structured format used for preparing the listing, the report is supposed to have been audited by highly reputable accounting conglomerates. In the new millennium, misinformation and improper relationships between companies and auditing firms created a shock in the financial world. To remedy the problem, the Sarbanes-Oxley Act was passed. One of the stipulated provisions required executives to certify that the publicly released information was correct. This study examines the compliance of executives with the information certification provision. Specifically, this research reports on the proportion of companies that are able to meet the deadlines, their auditing firms, and auditing firm switches. The results of this study should be of interest to law enforcement individuals, accountants, financial auditors, and information systems experts. Computing educators will find the outcomes reported in this study especially useful because complying with governing standards and generating accurate reports affects all types of information systems.

Title: Information Systems Archeology and Other Experiential Projects: Toward Broader Information Literacy Education

Authorship: Chepaitis

Affiliation(s): Fairfield University

Abstract: This paper describes student projects that encourage "thinking out of the box." These projects address changing business information needs and organization challenges beyond the components of a computer information system. A number of action-based projects are presented, ranging from student-authored textbook proposals to board games. One non-traditional project with an archeological flavor from 2002-2003 is discussed at length--the author and her class examined computers discarded in dumpsters to ascertain if the information on the hard disks has been erased. On 42% of the retrieved disks, data had not been erased. "Dumpster diving" illuminated much more than another security problem--it showed how computers have become throwaway commodities in popular culture. Classes examined internal and external factors and consequences of this careless habit. In conclusion, the paper considers how this project advances information literacy, specifically within Standard Five of the Information Literacy Competency Standards of the Association of College and Research Libraries (ACRL) for Higher Education.

Title: Information System Security Course for the Undergraduate Information Systems Curriculum, An

Authorship: Steele, Stojkovic, and Zaveri

Affiliation(s): Morgan State University

Abstract: This paper presents the justification for a dedicated course in Information Systems Security (ISS) to be added as an elective to the Undergraduate Information Systems (IS) Curriculum Model. The rationale and purpose for the development and implementation of such a course is provided. The IS'97 Model Curricula is used as the framework for discussion of the course and a suggestion is made for the proper placement of the course within the IS curriculum based on this model. A basic framework and design for the course is presented and instructional strategies and competency levels are discussed.

Title: Information Systems National Assessment Update: The Results of a Beta Test of a New Information Systems Exit Exam Based on the IS 2002 Model Curriculum

Authorship: Reynolds, Longenecker, Landry, Pardue, and Applegate

Affiliation(s): {Grand Valley State University} {University of South Alabama} {University of South Alabama} {University of South Alabama} {Western Michigan University}

Abstract: There is a growing need for requiring assessment of Information Systems (IS) curricula. A beta test of an IS exit assessment exam was conducted to evaluate the feasibility of using such an exam to make subgroup comparisons. A comparison of subgroup descriptive statistics on the overall exam and eight skill areas suggests meaningful data can be derived for curricula assessment. The data suggests the most reliable foundation for future comparison and assessment of IS student achievement and IS curricula effectiveness would be a classification structure based on a school's mapping of its IS courses to the IS model curriculum as opposed to year in curriculum or discipline area classifications. In addition, it was determined that there is an absolute requirement for verification of student classification and other demographic data to insure validity of the measurements.

Title: Informed Discussion in Information Technology Survey Courses

Authorship: Settle, Berthiaume, Lulis, and Mirza

Affiliation(s): {DePaul University} {DePaul University} {DePaul University} {King Saud University}

Abstract: Structured debates have been suggested as a way to help students understand the basic ethical, social, and legal issues inherent in information technology. In this paper, we present evidence that a form of less structured debates we call informed discussions provide equal benefits. As with debates, informed discussions allow for a high-level of participation, demand that students conduct significant research, and provide an interactive environment. However, informed discussion is more engaging for certain populations. Our work is based on debates and informed discussions conducted in three courses. Two of these courses are at the undergraduate level and one is a Masters level course; all provide a survey of some area of information technology.

Title: Integrating Agile Development Methodologies into the Project Capstone – A Case Study

Authorship: Jones

Affiliation(s): Utah Valley State College

Abstract: Regardless of program concentration (System Development or Information Security), all four-year degree Information Systems & Technology majors at Weber State University (WSU) in Ogden, Utah, are required to take the capstone project management course. Not only does this mean student preparation levels in system development are uneven due to program emphasis but with recent changes in the Weber curriculum, students have mixed backgrounds in development methodology spanning SA/SD and OOAD. This case study describes an attempt to use an agile methodology to bridge the differences in background by focusing on a common set of analysis, design, and implementation artifacts.

Title: Integrating Programming and Systems Analysis Course Content: Resolving the Chicken-or-the-Egg Dilemma in Introductory IS Courses

Authorship: Guthrie

Affiliation(s): California State Polytechnic University Pomona

Abstract: Most undergraduate IT programs require that students learn some computer programming as soon as possible. We have observed however, that in the subsequent systems analysis courses, students appear to have some difficulty in understanding how the design artifacts they create in their systems analysis course relate to the production of real computer programs. We believe that frequent comparisons of software design artifacts to final code improve students' ability to create good software designs. We also believe that student programming skill is directly related to software design skill. Two object-oriented systems analysis and design courses were taught at an undergraduate university covering identical concepts and content. One course however was supplemented with examples of working code that related to directly to the analysis and design examples used in the class. At the end of the two courses, the students' ability to integrate the design artifacts they learned about in class to actual code designs was evaluated through an exam that required shell code writing, reverse-engineering, and design improvement. The results indicated that students who were better programmers scored

better on the evaluation exam. Students in the course that used code examples in class also performed significantly better than students in the “traditional” course. This implies that students should be taught programming first (with some high-level architectural guidance), followed by the system analysis course. Systems analysis & design courses would also benefit from using code examples that relate to analysis and design constructs.

Title: Intention-Directed Modeling Technique
Authorship: Kuofie
Affiliation(s): Illinois State University
Abstract:

Title: Internet and Web-Based Database Technology
Authorship: Abdullat
Affiliation(s): West Texas A&M University

Abstract: The demand for data-intensive Web sites is driving the merger between Web sites and database technologies. Many E-commerce sites and other Internet applications provide Web interface to access information stored in database systems. It is common to use two-tier and three-tier client server architecture for Internet applications. In some cases, other variations of client server models are used. There are several approaches and technologies that could be utilized to deliver innovative web-based database solutions that help businesses meet the challenges of the new competitive business environment. This paper will discuss database technologies and concepts and the different approaches that are available for creating database-driven Web sites environment.

Title: Investigation of the Methodologies of Business Process Reengineering, An
Authorship: Stoica, Chawat, and Shin
Affiliation(s): Pace University

Abstract: Companies continue to reexamine and fundamentally change the way they do business. Intense competitive pressures and a sluggish economy provide the motivation for continued efforts to "deliver more with less." Properly executed, reengineering can be an effective tool for organizations striving to operate as effectively and efficiently as possible. This study examines various methodologies of business process reengineering (BPR) and the reasons for failure of BPR efforts. Our examination of BPR research shows that companies need a BPR methodology that takes a holistic and systematic approach.

Title: IS 2002.10 - Project Management and Practice: Making It Work
Authorship: Soe
Affiliation(s): California State Polytechnic University Pomona

Abstract: This paper discusses the critical success factors necessary for successful student projects in a class that is an instance of the Project Management and Practice course, which is part of the IS 2002 Model Curriculum. It is based on several years experience teaching the course.

Title: IS Programs become Accredited: COBOL in Crisis
Authorship: Roggio, Comer, and Brauda

Affiliation(s): {University of North Florida} {Texas Christian University} {University of North Florida}
Abstract: The crisis in college and university COBOL education is becoming more acute as time passes. The reduction and total elimination of COBOL courses, declining interest by both faculty and students, and low visibility of new commercial applications being developed using COBOL are commonplace. Yet many practitioners are well aware of the billions of lines of existing, operational, revenue-producing lines of COBOL code that continue to provide the mainstay of many commercial enterprises. This paper presents the case for arresting the decay of COBOL expertise by citing current and future needs, while providing alarming new evidence of the continuing downward spiral in COBOL instruction as evidenced by the seven newly accredited information systems programs in the first full information systems accreditation cycle undertaken by the Computing Accreditation Commission of ABET.

Title: IT Roles and IT People - an IT Manager's Perspective
Authorship: Sun
Affiliation(s): Smart Energy

Abstract: At ISECON Conferences studies and research on various subjects of information technology (IT) have been reported extensively. As an IT manager and professional with many years' experiences, I present here my personal view on

different IT roles and qualifications for each role. I hope it will contribute to the current curricula reform and inspire new research projects. Some of my real-life experience stories could also be useful in classrooms.

Title: Management Information Systems Strategy\A Conceptual Approach for an Educational Institute

Authorship: Patel and Patel

Affiliation(s): {Government Engineering College} {Office Equipment Corporation}

Abstract: An attempt has been made to focus on developing strategy for management information systems. For this, different stages are described in this paper and on the basis of that, overall applications architecture for educational institute is developed. The approach is based on the working experience at an educational institute and intuition of authors. This is a gross design and detailed management information system design can be further developed by the planner.

Title: Matching Employer Needs with IT Curriculum: An Exploratory Study

Authorship: Janicki

Affiliation(s): University of North Carolina Wilmington

Abstract:

Title: Meeting the Challenges of the 21st Century: Examining the Impact of the Laptop Teaching/Learning Environment on Deep and Surface Learners - Initial Findings

Authorship: Prescod

Affiliation(s): Ryerson University

Abstract: The implementation of the laptop program at Ryerson University provides a basis for further research on learning styles in this technology enabled environment. In particular, the impact of this laptop teaching/learning environment on deep and surface learners is the subject of a longitudinal study. The purpose of this paper is to share initial findings and observations on the data collected from the 1st group of students enrolled in the program and to invite comments for the next stage of data collection and analysis.

Title: Method for Enhancing the Success of Service-Learning Projects in Information Systems Curricula, A

Authorship: Wilcox and Zigurs

Affiliation(s): University of Nebraska at Omaha

Abstract: Service learning is an exciting and rapidly-growing phenomenon in colleges and universities in the United States. It provides experiential education while simultaneously addressing real needs in community organizations. Given the increasing popularity of service learning, a growing number of researchers have begun to study success factors and processes for service-learning courses. However, a systematic approach to success has yet to be seen. We begin by reviewing what is known about the critical success factors for service-learning projects. Based on the key issues identified, we develop a systematic method for approaching service-learning projects. Similar in concept to information systems development methods, our method for service learning is described in terms of its philosophy, roles, phases, techniques, and deliverables. Although broadly applicable to any kind of service-learning course, this method has particular relevance in information systems.

Title: MIS Program Accreditation: Comparing AACSB and ABET

Authorship: Hilton

Affiliation(s): University of Wisconsin Eau Claire

Abstract: This paper explores the question of accreditation for MIS Departments located in schools of business. Specifically, it addresses specific requirements of AACSB accreditation and ABET/CAC accreditation that are synergistic, merely compatible, or contradictory. The tentative conclusion is advanced that an MIS department can meet both sets of requirements without unreasonable heroics and that doing so brings benefits to MIS departments.

Title: Moving from VB 6.0 to VB.Net Workshop

Authorship: Ceccucci

Affiliation(s): Quinnipiac University

Abstract: Microsoft has totally revamped its old Visual Basic 6.0 to the new Visual Basic.Net. The IDE and syntax have undergone some significant changes. The goal of this workshop is to familiarize IT educators with the new Visual Basic.Net and the .Net Framework. The workshop will discuss the major elements of the .NET Framework and describe some of the major enhancements to the new version of Visual Basic.

Title: .NET as a Teaching Tool

Authorship: Haney and Lovely

Affiliation(s): Northern Arizona University

Abstract: In the introductory business programming courses, the BASIC programming language was used for many years followed by Visual Basic more recently. In the intermediate and advanced business programming courses COBOL has been the language used for decades, but it has been replaced by Java more recently. This has come with the benefit of the use of objects, but has also come with the costs of a more awkward Graphical User Interface, and more cumbersome data file management than with COBOL. The use of .NET as a teaching tool solves this problem. The shift from VB to VB.NET in the introductory programming courses is a natural one, and the use of C# in the intermediate programming courses addresses the unwieldy nature of data file management in Java, but retains the benefits of object-orientation. The Graphical User Interface available in Visual Basic is retained in VB.NET, which is available for all languages used within .NET, including C#. The .NET development environment offers a seamless development environment for both introductory and intermediate programming courses.

Title: Networking for IS Professors (including developing a mobile networking lab)

Authorship: Collins, Zolzer, Barnes, and Fox

Affiliation(s): {Northwestern State University} {Northwestern State University} {Quinnipiac University} {Quinnipiac University}

Abstract:

Title: New Teaching Paradigm in Information Systems Education: An Investigation and Report on the Origins, Significance, and Efficacy of the Agile Development Movement, A

Authorship: Conn

Affiliation(s): Regis University

Abstract: Systems and software development life cycles are fundamental to systems analysis and design coursework in Information Systems education. There is today a movement away from the traditional, linear development life cycle models toward the newer “Agile” development life cycle models. This paradigm shift affects the way we are approaching how we teach the topic of development life cycle models. For the Information Systems educator it is important to know about the origins, significance, and current efficacy of the Agile development movement, and to understand the paradigm shift occurring in industry today. This is an investigation and research into three principal areas related to the Agile development movement and how it is affecting Information Systems education. The first area is how the movement was organized, facilitated, and sponsored, with a focus on how the seventeen charter members of the movement came together. The members, known as the Agile Alliance, met at the Lodge in Snowbird, Utah in February 2001 to find common ground in their various practices of adaptive and iterative software and system development methodologies. The second area of investigation and report concerns how the Agile Manifesto, the main deliverable of the Snowbird meeting, was discussed, written, approved and endorsed by all seventeen founding members of the movement in such a short period of time. The third area of investigation and report concerns how the Snowbird meeting and the Agile movement are impacting the software and systems development industry and Information Systems education. A summary and analysis of the findings and the impact of the paradigm shift’s effect on Information Systems education are a part of this report. The reliability and validity of the investigation and research was greatly enhanced by the direct interaction and supply of information from five of the seventeen founding members of the Agile movement. This research and report also provides exclusive detail about the Snowbird meeting and the reflections of the participants in their continued attempt to further advance the Agile development methodology movement.

Title: Online Global B-School: FDU’s Quest to Establish its Business School Presence in the Online, Global Community, The

Authorship: Hsu

Affiliation(s): Fairleigh Dickinson University

Abstract: This paper presents an overview of the online and global education initiatives that are being instituted and developed at Fairleigh Dickinson University, a private comprehensive liberal arts university with campuses in New Jersey and the UK. It focuses both on the distance learning and global education initiatives at the University as a whole, as well as focusing on the specific programs that are being initiated and developed at the College of Business. These programs include distance learning (web-based and hybrid courses) that are being offered at the university, the DL course requirements, the Global Business Management program for adult learners, and the emphasis on global aspects (including a Global Virtual Faculty program). The paper concludes with some details and prospects on the future of the online/global perspective at FDU.

Title: Optimizing for Search Indexes

Authorship: Kovacs

Affiliation(s): Robert Morris University

Abstract: The expansion of Internet technology is challenging information and instructional technology educators to develop courses related to the teaching of Web site design and development. Such courses should follow all of the recommended web site design practices such as site organization, site navigation, page design, text design, graphic design, and accessibility considerations. Whether the purpose of a Web site is to run and promote a business, provide a service, disseminate information, or just establish a web presence, an extremely important additional topic in a Web design course is to assure that the target audience will find the site. Search indexes are essential starting points for users seeking to find Web locations or documents and getting a site listed in a search index can be an invaluable tool for reaching a target market. This paper discusses the working components of a crawler-based search indexes as well as provides optimization techniques that can be included in Web design and development courses.

Title: Organizational System Integration Through Emerging Technologies

Authorship: Khoo

Affiliation(s): California State Polytechnic University

Abstract: Modern organizations face a highly dynamic environment that requires management to integrate the distributed and disparate systems for organizational efficiency. Such integration can promote knowledge growth within an organization. Integrated systems can be developed to overcome the distributed nature of existing information systems or models through the use of advanced emerging technologies. Common Object Request Broker Architecture (CORBA) is one such emerging technology. This paper describes how this emerging technology can integrate organizational systems by illustrating with a simple example and suggests how CORBA can be delivered in the IS curriculum. When students learn how to use an emerging technology to resolve a current organizational problem, they learn the relevant skills for industry's felt needs.

Title: Preliminary Investigation of Student Perceptions of Online Education, A

Authorship: Clark

Affiliation(s): University of South Alabama

Abstract: It is important that administrators and faculty be cognizant of student perceptions that affect student participation and success in online education. This study was conducted as a preliminary exploration of both on-campus and online students' beliefs and perceptions of online education regarding perceived difficulty, level of effort required, and predicted success in online courses. These beliefs and perceptions along with several other factors directly influence a student's inclination to enroll in an online course. We have found that there are, in fact, differences in perceptions between the two populations of online students and those without previous online course experience. An understanding of these factors which influence these perceptions is important as educational institutions endeavor to attract and retain students to online education programs.

Title: Preparing for the Semantic Web

Authorship: Lopez

Affiliation(s): Xavier University of Louisiana

Abstract: As today's undergraduates in computer information systems work towards learning those skills needed in the world of e-Commerce (e.g., HTML, Java, XML, etc.), an enhancement to the World Wide Web is being "spun." The Semantic Web is the envisioned end-state for the movement of the World Wide Web from words, images, and audio understood only by humans to those same things "wrapped in" organizing concepts and relationships understood by both humans and software agents. Since the Semantic Web is a research effort under the auspices of the World Wide Web Consortium, how are faculty members to expose students to the emerging technology that will impact how e-Commerce will be supported in the future? This paper highlights some of the World Wide Web Consortium work done thus far in moving the current Web toward a Semantic Web. It next presents an overview of ontology development, the key enabling technology for the Semantic Web. Finally, it shows how undergraduate researchers, mentored by their faculty members, can develop ontologies that lead naturally into preparing for the Semantic Web.

Title: Publishing in the Journal of Information Systems Education

Authorship: Harris

Affiliation(s):

Abstract: This Special Session will discuss various aspects regarding opportunities for submitting and possibly getting papers published in the Journal of Information Systems Education (JISE), the leading academic journal in IS education. IN addition, other ways to assist JISE will be addressed and discussed. In this session, several topics will be discussed, including (but not limited to): * Submitting papers to JISE (procedure, style format, etc.) * The review process * Opportunities, responsibilities, and rewards for being a reviewer * Opportunities, responsibilities, and rewards for being a Guest Editor for a Special Issue. ISECON attendees will be encouraged to ask questions and explore publishing opportunities with JISE. The Editor will answer questions and present helpful hints for potential authors. The journal is sponsored by EDSIG.

Title: Putting It All Together

Authorship: Bennett and Cooper

Affiliation(s): Sam Houston State University

Abstract: The Computer Literacy course has specialized in the teaching of computer technology skills. The instructor has well developed tools for teaching the minutiae of application usage but most texts, and so most courses, lack resources that develop critical thinking and problem solving skills. The paper describes one attempt to teach computer literacy within the context of a single ‘real-world’ scenario. The approach emphasizes teamwork, planning, rational problem solving and the management of complex and ambiguous requirements. A Year in the Life Of... details the daily incidents in the life of a company for one full year. Each day some new problem or event takes place. Students must learn to deal with an ever-changing work environment.

Title: Putting IT Education into Practice: An integrated approach for service learning, internships, and special projects.

Authorship: DeNardis

Affiliation(s): Pennsylvania State University

While students gain a special appreciation for IT concepts and issues in course-related theory and projects, they gain a much richer perspective by going out into the community and into the workforce where they can apply their newly acquired or newly enhanced skills and knowledge. While a piece-meal approach of offering course-related projects or service learning opportunity may work on an as-needed basis, an approach of integrating a multi-tiered approach that focuses on providing students with enriching opportunities, while also serving the unmet needs of the non-profit sector of local communities would better serve the entire campus community. The intent of this session would be to discuss a variety of approaches and present what could be an “optimal” integrated model that one could easily adopt.

Title: Quantum Computing (QC), Quantum Encryption (QE), and Quantum Information (QI) Curriculum (Why? Now? Never?), The

Authorship: Frank

Affiliation(s): Pace University

Abstract: The curriculum needs for Quantum Computing (QC), Quantum Information (QI), and Quantum Encryption (QE) is discussed. QC is an application of Quantum Mechanics (Messiah, 1958) to the problem of defining a computer using quantum phenomena. QI is an expansion of quantum mechanics analogous to classical information theory, and QE is an application of QI. Now that the first venture capital activity in QC (Maney, 2003) has occurred, it is time to start considering where, if at all, the interrelated topics QC, QI and QE belong in the Information Systems (IS) curriculum. It is argued that the topics are not premature nor are they mature, so that at present they should be inserted as descriptive topics in a hardware course and a telecommunications course. Although they will probably never be a fitting topic for a full IS course, they already are part of our culture. Someday soon they may come out of the research labs and begin to affect the business world. There will always be the problem of how to effectively introduce QC and QI ideas in a “layperson’s overview”. To begin the consideration of QC and QI curriculum, I first review the intellectual machinery needed to actually study basic QC and QI as outlined in Nielson (2000). Second I review similar problems in covering the IS effects of some deeper technologies. I discuss the alternatives and why we should bother. I outline four action items for starting the process of including at least an overview of these technologies in our curriculum. As a reference, I briefly discuss four “educated layperson’s” introductions. The first is for ideas of QC/QI. Two and three are for a general background for quantum mechanics. One and two form an initial measure of the effort to introduce the ideas into the IS curriculum. The fourth has a specific chapter on QE. There is no mention of QC, QI, or QE in the 2002 IS curriculum (Gorgone, 2002).

Title: Question Difficulty Assessment in Intelligent Tutor Systems for Computer Architecture

Authorship: Li and Sambasivam

Affiliation(s): Azusa Pacific University

Abstract: Assessing the difficulty of an exercise question is a subjective process and is usually done by the instructor based on experience. An accurate assessment of the difficulty of exercise and exam questions is important and will help to better allocate credits to assignments and exams. Our contribution is in defining a relatively objective approach to assessing question difficulties. Our approach applies to courses in many disciplines and can be automated with computer software.

Title: Retrospective on Standards for Computing Education

Authorship: Feinstein and Longenecker

Affiliation(s): University of South Alabama

Abstract: This presentation will explore the background of both standard computing curricula and accreditation for computing education. The first model computer science curriculum appeared in 1965 with the publication of "An Undergraduate Program in Computer Science - Preliminary Recommendations" in the Communications of the ACM. This was followed by a full model, Curriculum 68. Updated models followed in 1978, 1990 and most recently 2001. Information systems curriculum models have also evolved over several decades with both the ACM and DPMA supporting different efforts. The first model appeared in 1972, then in 1981, 1986, 1990, 1995 and 1997 with the most recent in 2002. The two most recent models, IS'97 and IS'2000 have been joint efforts of ACM, AIS and AITP. More recently a model curriculum for Information Technology is now available in draft form. Accreditation of computing programs began in 1986 with accreditation of computer science programs. Currently there are about 175 accredited programs in computer science. Although there was considerable interest, it was not until 2000 that formal standards were developed for information systems. A pilot visit took place in 2001. Beginning in 2002 regular accreditation of information systems programs was initiated. Information technology is on the fast track to have a set of accreditation standards. Accreditation for computing programs was initially done through an independent agency, Computing Sciences Accreditation Board. This Board merged with ABET, formally the Accreditation Board for Engineering and Technology. This Board has several commissions with CAC (Computing Accreditation Commission) having responsibility computer science and information systems. This paper will compare and contrast the various curriculum models and accreditation criteria and trace their development through time.

Title: Review of Premier Information Systems Journals for Pedagogical Orientation, A

Authorship: Liegle and Johnson

Affiliation(s): Georgia State University

Abstract: Tenure, promotion, and merit pay at most universities are a direct function of the quantity and quality of a faculty's publication. In particular, recent changes in the treatment of non-tenure track (NTT) faculty at a large south-eastern University suggest that for NTT faculty, whose assigned workload consists primarily of teaching responsibilities, the criteria for promotion are not only excellence in teaching, but also demonstrated evidence of teaching scholarship. This will likely apply to tenure track faculty at teaching institutions. Accomplishments in discipline-based scholarship of discovery are considered complementary, but not a substitute for accomplishments in the scholarship of teaching; however, publications in pedagogical journals are considered a strong form of public dissemination. This requirement was the motivation behind this study to review the premier Information Systems journals for pedagogical orientation. Sixty-one (61) top ranked IS journals were selected for the initial study based on the cumulative IS journal rankings by Saunders (2003). In an e-mail survey with telephone follow-up, journal editors were asked to identify the extent of the pedagogical orientation of their respective journals. Results revealed that with the exception of three (3) journals, these top-ranked journals published on average less six (6) percent or less of their articles with a pedagogical focus, and only two (2) journals declared a pedagogical focus. This means that there are very few outlets for IS pedagogy research in the leading IS journals, which can explain the difficulties that NTT and tenure-track faculty at teaching institutions have to gain promotion and/or tenure. This information may be useful to candidates for tenure, promotion, and merit, as well as those who serve on committees charged with making decisions about tenure, promotion, and merit.

Title: Service-Learning Impact on IS Students in a Web Development Course

Authorship: Guthrie

Affiliation(s): California Polytechnic State University of Pomona

Abstract: This paper describes the impact of Service-Learning (S-L) on the students of a Web development course. S-L requires that students perform a community-based project that allows them to apply the knowledge learned in the course to a real world situation. Proponents of experiential learning claim that deeper contextualized learning takes place because students can practice skills that are hard to simulate in a classroom. However, S-L projects can also be time-consuming and add more work for instructors and students. The findings of this paper indicate that after the S-L project, Computer Information Systems students' attitudes changed regarding perceptions of clients and enjoyment of the project. Students also demonstrated that they developed communication skills and knowledge of the systems development life cycle.

Title: Simplicity First: Use of Tools in Undergraduate Computer Science and Information Systems Teaching

Authorship: Naugler and Surendran

Affiliation(s): Southeast Missouri State University

Abstract: Use of tools – either home grown or industry supported - is inevitable in teaching CS/IS courses. The authors first examine the pros and cons of using tools in Computer Science and Information Systems courses. They briefly discuss the side effects of using tools on learning. In light of these discussions, they then focus on the impact of using tools in database management, and systems analysis and design on the students' overall learning by analyzing student feedback in these courses and student performance in the capstone project course in which knowledge gained in these two are applied. Based on their observations, the authors make a few suggestions for the appropriate use of tools and conclude that more care is required in using tools in lower-level courses.

Title: State of Systems Analysis and Design, The

Authorship: Russell, Tastle, and Pollacia

Affiliation(s): {Northwestern State University} {Ithaca College} {Northwestern State University}

Abstract: Systems Analysis and Design (SA&D) is one of the fundamental areas within most Information Systems (IS) curricula. The complexity of teaching this course continues to grow as most of the traditional learning outcomes are required along with an increasing set of skill-related outcomes associated with integrated Computer Aided Systems Engineering (CASE) tools and Object-Oriented Analysis. This paper addresses a survey and analysis of what is currently being taught in the Systems Analysis and Design (SA&D) course as identified by the educators who teach the material. It discusses the perceptions IS educators have about various SA&D topics and concepts, and explores the common problems and obstacles that are associated with teaching the SA&D course. Some IS topics identified as very important are allotted small quantities of instructional time, and some important topics are given no time at all. This dichotomy is a surprise. A new chronology of topic areas is developed based on the survey.

Title: Strategy Course and Integration Course Redundancy in the MSIS2000 Model Curriculum

Authorship: Rosenthal

Affiliation(s): California State University Los Angeles

Abstract: The MSIS2000 Model Curriculum proposes two courses, MSIS2000.5 Policy and Strategy and MSIS2000.6 Integration, as capstones to the Master of Science in Information Systems (MSIS) degree program. A single masters degree capstone or culminating experience is normally taught to provide an integrative, synthesizing experience. The model curriculum also defines the scope of the capstone experience to include: What to Build (MSIS2000.6.1), How to Manage IS (MSIS2000.6.2), and How to Build It (MSIS2000.6.3). This paper contends that: MSIS2000.6.1 Integrating the Enterprise, is redundant with most of MSIS2000.5 IT Policy and Strategy; MSIS2000.6.2 Integrating the IS Function, includes most of MSIS2000.4 Project and Change Management; the CIO roles portion of MSIS2000.5; and the managerial portions of MSIS2000.2 Analysis, Modeling and Design; and MSIS2000.6.3 Integrating IS Technologies includes much of a technical course in Design and Development of IS Enterprise Architectures as well as most of MSIS2000.5 IT Policy and Strategy. This paper, therefore, proposes 1) minor revisions and expansion of the Policy and Strategy course to clearly define it as the Capstone course, and 2) changing the Integration Course(s) to emphasize Consulting, Planning, Design, Development and Management of IS Enterprise Application and Infrastructure Architectures.

Title: Students Beliefs and Attitudes Toward Information Technology

Authorship: Havelka

Affiliation(s): Miami University

Abstract: A study was performed to identify the salient beliefs and attitudes that undergraduate business students hold toward information technology. A comparison between management information systems majors and other business undergraduates was done to determine if the beliefs and attitudes students hold towards information technology is significantly different.

Title: Survey of Student Attitudes: Database Competition NCC 2003, A

Authorship: Pollacia, Miller, Simpson, and McDaniel

Affiliation(s): {Northwestern State University} {Northwestern State University} {University of Texas Pan American} {McNeese State University}

Abstract: This paper describes the inaugural Database Design and Implementation contest that was held at the 2003 National Collegiate Conference (NCC), which is sponsored by the Association of Information Technology Professionals (AITP). The contest was divided into two major parts: a modeling component and an implementation component. Although the database competition was new for this year, the contest proved to be very popular, with over 80 teams from

across the country competing. This paper will describe the contest and give the results of an exit survey administered to the contest participants. With this survey we gathered data concerning demographics of the participants, as well as data concerning the problem statement, such as the level of difficulty, amount of time available, clarity of instructions, and so forth. We will describe the database contest, present the results of the survey, and give some conclusions that can be drawn from those results.

Title: Teaching Computer Information Systems Via Distance Education: A Researched and Personal Perspective

Authorship: Peslak

Affiliation(s): Penn State University Worthington Scranton

Abstract: Teaching computer information systems via distance education is a challenge for both student and faculty. Much research work has been performed on methods of success for teaching via distance education. Less work has been undertaken on how these methods fit into the unique issues associated with computer information systems. This paper reviews much of the work done on identifying issues of distance education and then presents how the proposed success factors can be implemented in a computer information system program. The author has taught five different distance graduate courses in CIS for over two years and incorporated these factors. The paper concludes with a review of these methods and a sample syllabus.

Title: Teaching the Complete Object-oriented Development Cycle, Including OOA and OOD, with UML and the UP

Authorship: Jackson and Satzinger

Affiliation(s): {Brigham Young University} {Southwest Missouri State University}

Abstract: Many information system programs currently teach a combination of structured techniques and object-oriented techniques for system development. Very few programs teach complete OOA and OOD concepts based on UML and tie it in with OOP. Consequently many students are leaving the university with an inadequate set of OO skills. This paper describes a curriculum for teaching a complete set of skills for doing object-oriented development. Included are explanations for how to teach the unified process (UP), object-oriented analysis, and object-oriented design in such a way that it directly supports teaching object-oriented programming.

Title: Teaching the Complete Object-Oriented Development Cycle including OO Analysis, Design, and Programming with UML and the UP

Authorship: Jackson and Satzinger

Affiliation(s): {Brigham Young University} {Southwest Missouri State University}

Abstract: Many information system programs currently teach a combination of structured techniques and object-oriented techniques for system development. Very few programs teach complete OOA and OOD concepts based on UML and tie it in with OOP. Consequently many students are leaving the university with an inadequate set of OO skills. This paper describes a curriculum for teaching a complete set of skills for doing object-oriented development. Included are explanations for how to teach the unified process (UP), object-oriented analysis, and object-oriented design in such a way that it directly supports teaching object-oriented programming.

Title: Teaching the Development of Effective Requests for Proposals (RFPs) in the Area of Computer

Hardware/Software/Services Selection

Authorship: Maniotes and Winer

Affiliation(s): Purdue University Calumet

Abstract: A fundamental task for IT educators is to help students understand the importance, composition, and legal issues involved in the development of effective RFPs. We present a proven methodology for achieving this goal, using a combination of lectures and student participation in teams, made up of groups of three students each. These student teams are involved in researching vendor companies and preparing detailed RFPs for either computer hardware, application software, IT networks, and/or IT services.

Title: Teaching the IS.10 Course - Project Management and Practice

Authorship: Landry, Beise, Leidig, and Woolen

Affiliation(s): {University of South Alabama} {Salisbury State University} {Grand Valley State University} {Ferris State University}

Abstract: The purpose of this 90-minute panel is to provide for a facilitated discussion of issues related to teaching the IS.10 course in four-year, IS degree programs. The moderator and panelists are qualified academics involved in teaching, practicing, and curriculum development relating to IS project management. The audience will have an opportunity to ask

questions of the panelists. The remainder of this summary describes the moderator and panelists, and the issues and questions to be addressed.

Title: Teaching the IS.2 Course—Electronic Business Strategy, Architecture and Design

Authorship: Pardue

Affiliation(s): {University of South Alabama} {Utah Valley State University} {University of South Alabama}

Abstract: The purpose of this 90-minute panel is to provide for a facilitated discussion of issues related to teaching the IS.2 course in four-year, IS degree programs. The moderator and panelists are qualified academics involved in teaching, practicing, and curriculum development relating to electronic commerce. The audience will have an opportunity to ask questions of the panelists. The remainder of this summary describes the moderator and panelists, and the issues and questions to be addressed.

Title: Teaching to Foster Implicit Knowledge

Authorship: Thompson

Affiliation(s): Massey University

Abstract: Michael Polanyi says, "we know more than we can tell." Polanyi is arguing that there are many things that we do based on tacit or implicit knowledge. Boisot describes a social learning cycle where implicit knowledge used in the work place is codified or made explicit so that it can be passed on to others. Boisot argues that the new learner then absorbs this and gradually internalized through testing and use in a wide variety of contexts. This becomes part of their way of working and generates new 'tacit' knowledge. In software development, the structure of the software is often dictated by the developer's experience. If a new development environment is encountered then the developer will attempt to apply past strategies in the new environment. This paper contends that in teaching software development skills, we are endeavouring to foster the development of a 'tacit' knowledge base that the learner can then apply in future projects. The role of education becomes one of changing the learner, which is achieved through changing their assumptions or 'tacit' knowledge base. This paper reviews the literature to explore the 'tacit' or implicit knowledge as it applies to information systems topics and discusses initial investigations of how it applies to the teaching of programming. The particular focus is on the need for the students to develop an implicit understanding of the topics so that it becomes part of their way of thinking about the subject and becomes part of their work pattern.

Title: Teaching Web-driven Database Applications with Templates

Authorship: Wang

Affiliation(s): California State University Los Angeles

Abstract: Due to the vast popularity development of the Internet applications, web driven database application programming has become one of the important topics in the curriculum of information systems. Many schools have developed an upper division course for such a topic. The question raised is how to effectively teach the course to students. After trial and errors, the author found that the solution is using program templates. Program templates are stand-alone program examples created by the instructor. Given the appropriate database connectivity resources and program templates, students are able to modify the templates to their assignment solutions and ultimately to the course project. The templates provide students framework to enable students to better understand, and apply their acquired knowledge to database web applications. As a result, the utilization of this approach increases the motivation in many students to learn and produces more effective learning outcome than passive approaches such as traditional lecture and homework assignments.

Title: Technology and Academic Integrity, Cheating Goes Cyber

Authorship: O'Neil

Affiliation(s): Indiana University of Pennsylvania

Abstract: Academic Integrity infringements have been present since the use of manual typewriters. Technology has only enhanced the ever present problem of cheating. Let us first tackle the problem of identifying just what IS academic Integrity, and how the educator can help discourage, or even prevent violations. This article delves into several areas of academic integrity: the current problem, types of violations, reasons students cheat, understanding the responsibility of students, faculty members and administrators, and finally, steps we can take to prevent violations of academic integrity. Has the use of the Internet escalated violations of Academic Integrity? This paper looks into that very possibility. Also addressed is the question of whether the Internet has expedited the use of online plagiarism. Included will be websites that promote plagiarism, and websites that will promote anti-plagiarism.

Title: Three "Hot" Emerging Technologies: What They Are, and What They Mean for IS Education

Authorship: Subramanian and White

Affiliation(s): Quinnipiac University

Abstract: In the IS 2002 model curriculum, course IS2002.9 is entitled “Physical Design and Implementation in Emerging Environments.” As academics who have worked in a high-tech environments periodically for several years, we have experienced first-hand the disconnect that exists between IS education and practice. This paper looks at some of the “hot” issues emerging in industry and what that means to IT education. The article starts with a general discussion of the current trends in the field of IS, and then discusses the “buzz” surrounding “hot” technologies. The article then describes some studies and a theory associated with “buzz” and takes the view that not all “buzz” is negative. Then the article lists three “hot” emerging technologies, and discusses them in detail. Finally the article discusses the ramifications of these new emerging technologies within the context of the IS curriculum.

Title: Too Many Labels, Not Enough Agreement: Defining Sub-Disciplines in Computer Science-Related Fields

Authorship: Lenox and Woratschek

Affiliation(s): {Westminster College} {Robert Morris University}

Abstract: This paper examines the various definitions of computer science-related fields that have evolved since the 1960s. A survey was distributed to 150 people (with 67 responding) asking a variety of questions concerning the definitions of Computer Science (CS), Computer Information Systems (CIS), Management Information Systems (MIS), Information Systems (IS), and Information Technology (IT). One question asked whether Information Systems includes Information Technology or the reverse. Approximately 62% of respondents stated that IS is the umbrella under which IT lies. There appears to be much confusion about distinctions among the academic disciplines of Computer Science and Information Systems. The question arose – “Are these different disciplines or different names for the same discipline?” A redefinition of both IS and IT would fine-tune our definitions with actual practices and more accurately reflect the complete range of this discipline. An additional goal would be to help us to define these disciplines for our students and avoid excluding certain under-represented groups (e.g., women and minorities).

Title: Use of Factor Analysis and Multiple Regression in Evaluating MIS Program Relevancy: A Work-In-Progress Presentation, The

Authorship: Chrysler and Van Auken

Affiliation(s): {Black Hills State University} {Florida Gulf Coast University}

Abstract: This presentation will describe a work-in-progress that addresses the knowledge versus skills paradox in MIS outcomes assessments. The database is comprised of alumni assessments of the value of the content of each required course in an MIS program using two frames of reference - in one’s first year on the job and in one’s current position. The intent of the study is to develop course content value factors using a principal components factor analysis, then to relate the resulting factors to an overall index of satisfaction for the entire MIS program. The study will illustrate the application of factor analysis in revealing clusters of courses that relate to knowledge and clusters of courses that relate to skills.

Title: Use of Integrated Language Environment for Software Application Development

Authorship: Kizior

Affiliation(s): Loyola University Chicago

Abstract:

Title: Using Game Development in Advancing Programming Classes Using Visual Basic.NET

Authorship: Stokes

Affiliation(s): Microsoft Corporation

Abstract:

Title: Using the IS 2002 Model Curriculum for Mapping an IS Curriculum

Authorship: Daigle, Longenecker, Landry, and Pardue

Affiliation(s): University of South Alabama

Abstract: One of the promises of the IS 2002 Model Curriculum and Guidelines for Undergraduate Degree Programs in Information Systems (Gorgone et al. 2002) is that the model can be implemented at a university without changing IS course structure. That is, to implement the model curriculum does not require a university to teach the eleven courses of the model curriculum. This paper is written to describe a process that attains this goal. In this process, the learning units of the model curriculum are aligned with a university’s IS course content. We discuss the detailed process of mapping, and illustrate the use of the better of two mapping approaches tried at the University of South Alabama. Having completed the effort, we can provide IS faculty and department chairs with guidance on what we believe to be an efficient and effective technique for curriculum evaluation and improvement.

Title: Will Handheld Computers Succeed in College?

Authorship: Johnson and Rudd

Affiliation(s): Utah Valley State College

Abstract: Handheld computers have been used successfully in K-12 education based primarily on grants from hardware and software manufacturers. Several higher educational institutions have begun using handheld computers in the classroom as well. In fact, several universities are now requiring their use by all students. This paper describes a faculty-student research project aimed at understanding the willingness and ability of college students to use handhelds as an educational support tool. Results from the research show that while handhelds work fine for their domain specific functions such as calendaring and to-do-list, their use as an educational support tool for college students may be limited.

Title: XML Technologies and/or Relational Databases: A Classroom Experience

Authorship: Abuhejleh

Affiliation(s): University of Wisconsin River Falls

Abstract: Extensible Markup Language (XML) is rapidly emerging as the standard for exchanging business data on the World Wide Web. For the foreseeable future, however, most business data will continue to be stored in relational database systems. This paper discusses the emergence of XML and the benefits of its use in conjunction with relational database management systems in the development of web applications in information systems courses. The author will begin with a brief overview of the application and its architecture and will then discuss the various XML technologies that have been used (XSL, XSLT, XML Schema, and XQuery), as well as the experiences with each. The author will explore the relationship between native XML databases and relational databases. Finally, the author will discuss whether XML technologies are robust enough to completely replace relational systems and the benefits/detriments of such a replacement.

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Author: Amugo, Nnenna A.

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Title: Using the IS 2002 Model Curriculum for Mapping an IS Curriculum

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Title: Continuous Improvement in an MSIS Graduate Program

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Title: Publishing in the Journal of Information Systems Education

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Author: Hsu, Jeffrey

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Author: Janicki, Thomas N.

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Time: Sat 8:00 - 9:30 Rio Vista C

Title: Teaching the IS.2 Course— Electronic Business Strategy, Architecture and Design

Author: Jones, Christopher G.

Time: Fri 10:00 - 10:30 Rio Vista B

Title: Integrating Agile Development Methodologies into the Project Capstone – A Case Study

Author: Jones, Trevor H.

Time: Fri 2:30 - 3:00 Rio Vista A

Title: Case-Based Approach to Integrating an Information Technology Curriculum, A

Author: Jordan, Kurt

Time: Fri 4:45 - 5:15 Santa Fe 3

Title: Considerations for Partitioning Application Activities in a Multi-Tiered Environment

Author: Khoo, Benjamin

Time: Sun 8:00 - 8:30 Balboa 2

Title: Organizational System Integration Through Emerging Technologies

Author listing (alphabetical page 30)

Author: Kizior

Time: Fri 11:00 - 11:30 Santa Fe 3

Title: Use of Integrated Language Environment for Software Application Development

Author: Kizior, Ronald J.

Time: Fri 2:30 - 3:00 Rio Vista B

Title: Continued Relevance of COBOL in Business and Academia: Current Situation and Comparison to the Year 2000 Study

Author: Kline, Douglas

Time: Fri 10:30 - 11:00 Rio Vista B

Title: Matching Employer Needs With IT Curriculum: An Exploratory Study

Author: Kohun, Frederick G.

Time: Fri 2:30 - 4:00 Rio Vista C

Title: ABET CAC Accreditation Experience – Intent and Reality— The Information Systems Perspective, The

Author: Konopaske, Robert

Time: Fri 10:30 - 11:00 Rio Vista B

Title: Matching Employer Needs With IT Curriculum: An Exploratory Study

Author: Koong, Kai

Time: Sat 9:00 - 9:30 Rio Vista A

Title: Information Certification under the Sarbanes-Oxley Act: Implications for Computing Educators

Author: Kovacs, Paul

Time: Sat 10:30 - 11:00 Rio Vista B

Title: Optimizing for Search Indexes

Author: Kuofie, Matthew H. S.

Time: Fri 3:00 - 3:30 Rio Vista B

Title: Intention-Directed Modeling Technique

Author: Landry, Jeffrey P.

Time: Fri 8:00 - 9:30 Rio Vista C

Title: Teaching the IS.10 Course - Project Management and Practice

Author: Landry, Jeffrey P.

Time: Sat 10:00 - 12:00 Rio Vista C

Title: Using the IS 2002 Model Curriculum for Mapping an IS Curriculum

Author: Landry, Jeffrey P.

Time: Sat 2:15 - 3:45 Rio Vista C

Title: Information Systems National Assessment Update: The Results of a Beta Test of a New Information Systems Exit Exam Based on the IS 2002 Model Curriculum

Author: Lawson, Eydie

Time: Sat 8:30 - 9:30 Santa Fe 3

Title: Baccalaureate Programs in Information Technology: Model Curriculum and Accreditation Criteria

Author: Lazar, Jonathan

Time: Sat 2:15 - 2:45 Balboa 2

Title: Improving Web Accessibility Through Service-Learning Partnerships

Author: Leal, Hector

Author listing (alphabetical page 31)

Time: Sat 9:00 - 9:30 Rio Vista A

Title: Information Certification under the Sarbanes-Oxley Act: Implications for Computing Educators

Author: Leidig, Paul

Time: Fri 8:00 - 9:30 Rio Vista C

Title: Teaching the IS.10 Course - Project Management and Practice

Author: Leidig, Paul M.

Time: Sat 4:00 - 5:00 Rio Vista C

Title: Applicability of CMMI to the IS Curriculum

Author: Lenox, Terri L.

Time: Sat 9:00 - 9:30 Balboa 2

Title: Too Many Labels, Not Enough Agreement: Defining Sub-Disciplines in Computer Science-Related Fields

Author: Liegle, Jens O.

Time: Fri 4:15 - 4:45 Balboa 2

Title: Review of Premier Information Systems Journals for Pedagogical Orientation, A

Author: Li, Tao

Time: Sun 8:00 - 8:30 Rio Vista A

Title: Question Difficulty Assessment in Intelligent Tutor Systems for Computer Architecture

Author: Liu, Lai

Time: Sat 9:00 - 9:30 Rio Vista A

Title: Information Certification under the Sarbanes-Oxley Act: Implications for Computing Educators

Author: Longenecker, Herbert E.

Time: Fri 10:00 - 12:00 Rio Vista C

Title: Retrospective on Standards for Computing Education

Author: Longenecker, Herbert E.

Time: Fri 11:00 - 11:30 Rio Vista B

Title: Influence of Covey Habit Training on Teams

Author: Longenecker, Herbert E.

Time: Sat 10:00 - 12:00 Rio Vista C

Title: Using the IS 2002 Model Curriculum for Mapping an IS Curriculum

Author: Longenecker, Herbert E.

Time: Sat 2:15 - 3:45 Rio Vista C

Title: Information Systems National Assessment Update: The Results of a Beta Test of a New Information Systems Exit Exam Based on the IS 2002 Model Curriculum

Author: Longenecker, Herbert E.

Time: Sat 4:00 - 5:00 Rio Vista C

Title: Applicability of CMMI to the IS Curriculum

Author: Lopez, Antonio M.

Time: Fri 4:45 - 5:15 Balboa 2

Title: Preparing for the Semantic Web

Author: Lovely, John

Time: Sat 10:00 - 10:30 Santa Fe 3

Title: .NET as a Teaching Tool

Author listing (alphabetical page 32)

Author: Lulis, Evelyn

Time: Fri 8:00 - 8:30 Santa Fe 3

Title: Informed Discussion in Information Technology Survey Courses

Author: Maniotes, John

Time: Sat 8:00 - 8:30 Rio Vista B

Title: Teaching the Development of Effective Requests for Proposals (RFPs) in the Area of Computer Hardware/Software/Services Selection

Author: Manson, Daniel

Time: Fri 11:30 - 12:00 Balboa 2

Title: Comparison of Academic and Government Information Security Curriculum Standards, A

Author: McCarthy, Richard V.

Time: Sun 9:00 - 9:30 Rio Vista B

Title: Balance between Teaching and Research: The Development of a Survey Instrument to Assess Factors that Affect MIS Research, The

Author: McDaniel, Nola

Time: Fri 8:00 - 8:30 Rio Vista B

Title: Survey of Student Attitudes: Database Competition NCC 2003, A

Author: McDonald, David S.

Time: Fri 11:30 - 12:00 Santa Fe 3

Title: Grade Distribution and Its Impact on CIS Faculty Evaluations: 1992-2002

Author: McGinnis, Denise R.

Time: Fri 9:00 - 9:30 Rio Vista B

Title: Advancing Local Degree Programs Using the IS Model Curriculum

Author: McGinnis, Denise R.

Time: Fri 3:30 - 4:00 Balboa 2

Title: Implications of Information Assurance and Security Crisis on Computing Model Curricula, The

Author: Miller, Pam

Time: Fri 8:00 - 8:30 Rio Vista B

Title: Survey of Student Attitudes: Database Competition NCC 2003, A

Author: Mirza, Abdulrahman

Time: Fri 8:00 - 8:30 Santa Fe 3

Title: Informed Discussion in Information Technology Survey Courses

Author: Moran, Mark

Time: Thu 2:30 - 5:30 xx

Title: Developing an Information Assurance Program Integrating IS Security

Author: Morrissey, Charles A.

Time: Sun 9:00 - 9:30 Balboa 2

Title: Customized Learning Systems: Introducing the Knowledge Delivery Cube

Author: Naugler, David

Time: Fri 11:00 - 11:30 Rio Vista A

Title: Simplicity First: Use of Tools in Undergraduate Computer Science and Information Systems Teaching

Author: Navarrete, Carlos J.

Author listing (alphabetical page 33)

Time: Sat 2:45 - 3:15 Balboa 2

Title: Service-Learning Impact on IS Students in a Web Development Course

Author: Nguyen, Thang N.

Time: Sat 4:00 - 4:30 Balboa 2

Title: Developing and Using an Integrated Collection of Rich Real-Life Analogies and Metaphors in the Teaching of Complex IT Concepts

Author: Nicolai, Barbara J.

Time: Sat 8:30 - 9:00 Rio Vista B

Title: Identifying Effective Factors for Women Participation in Technology: A Database Model

Author: Ojo, Sunday O.

Time: Fri 10:30 - 11:00 Rio Vista A

Title: Exploiting the Complimentary Strengths of Computer Science and Information Systems in the Development and Implementation of Computing Curricula: A Case of an African University

Author: O'Neil, Therese DonGiovanni

Time: Sat 4:00 - 4:30 Rio Vista B

Title: Technology and Academic Integrity, Cheating Goes Cyber

Author: Owen, William

Time: Fri 4:15 - 4:45 Santa Fe 3

Title: Designing Labs for a Sequence of Network Courses

Author: Owen, William

Time: Sat 8:00 - 9:30 Rio Vista C

Title: Teaching the IS.2 Course—Electronic Business Strategy, Architecture and Design

Author: Pardue

Time: Sat 2:15 - 2:45 Rio Vista B

Title: Emergence of an IT Discipline: An Evolutionary Perspective, The

Author: Pardue, J. Harold

Time: Sat 8:00 - 9:30 Rio Vista C

Title: Teaching the IS.2 Course—Electronic Business Strategy, Architecture and Design

Author: Pardue, J. Harold

Time: Sat 10:00 - 12:00 Rio Vista C

Title: Using the IS 2002 Model Curriculum for Mapping an IS Curriculum

Author: Pardue, J. Harold

Time: Sat 2:15 - 3:45 Rio Vista C

Title: Information Systems National Assessment Update: The Results of a Beta Test of a New Information Systems Exit Exam Based on the IS 2002 Model Curriculum

Author: Patel, B. C.

Time: Fri 10:30 - 11:00 Santa Fe 3

Title: Management Information Systems Strategy\A Conceptual Approach for an Educational Institute

Author: Patel, M. B.

Time: Fri 10:30 - 11:00 Santa Fe 3

Title: Management Information Systems Strategy\A Conceptual Approach for an Educational Institute

Author: Pelosi, Marilyn K.

Time: Sat 8:00 - 9:30 Balboa 2

Author listing (alphabetical page 34)

Title: Addressing Student Difficulties in Using Numeric Data Downloaded from the World Wide Web

Author: Peslak, Alan R.

Time: Fri 4:45 - 5:15 Rio Vista B

Title: Teaching Computer Information Systems Via Distance Education: A Researched and Personal Perspective

Author: Pollacia, Lissa

Time: Sat 10:30 - 11:00 Balboa 2

Title: State of Systems Analysis and Design, The

Author: Pollacia, Lissa F.

Time: Fri 8:00 - 8:30 Rio Vista B

Title: Survey of Student Attitudes: Database Competition NCC 2003, A

Author: Pomykalski, James J.

Time: Sat 2:15 - 2:45 Rio Vista A

Title: Critical Thinking through Writing in Information Systems Courses

Author: Prescod, Franklyn

Time: Fri 8:30 - 9:00 Santa Fe 3

Title: Meeting the Challenges of the 21st Century: Examining the Impact of the Laptop Teaching/Learning Environment on Deep and Surface Learners - Initial Findings

Author: Reynolds, John H.

Time: Sat 2:15 - 3:45 Rio Vista C

Title: Information Systems National Assessment Update: The Results of a Beta Test of a New Information Systems Exit Exam Based on the IS 2002 Model Curriculum

Author: Reynolds, John H.

Time: Sat 4:00 - 5:00 Rio Vista C

Title: Applicability of CMMI to the IS Curriculum

Author: Roggio, Robert F.

Time: Fri 4:15 - 4:45 Rio Vista B

Title: IS Programs become Accredited: COBOL in Crisis

Author: Rosenthal, Paul H.

Time: Fri 11:30 - 12:00 Rio Vista B

Title: Strategy Course and Integration Course Redundancy in the MSIS2000 Model Curriculum

Author: Rudd, Derek

Time: Sun 8:00 - 8:30 Rio Vista B

Title: Will Handheld Computers Succeed in College?

Author: Russell, David L.

Time: Sat 8:00 - 9:30 Balboa 2

Title: Addressing Student Difficulties in Using Numeric Data Downloaded from the World Wide Web

Author: Russell, Jack

Time: Sat 10:30 - 11:00 Balboa 2

Title: State of Systems Analysis and Design, The

Author: Sabbaghi, Asghar

Time: Fri 5:15 - 5:45 Balboa 2

Title: Effectiveness and Efficiency in Information Technology Projects: SWOT Analysis and Theory of Constraint

Author listing (alphabetical page 35)

Author: Sambasivam, Sam
Time: Sun 8:00 - 8:30 Rio Vista A
Title: Question Difficulty Assessment in Intelligent Tutor Systems for Computer Architecture

Author: Satzinger, John W.
Time: Thu 11:00 - 2:00 xx
Title: Teaching the Complete Object-Oriented Development Cycle including OO Analysis, Design, and Programming with UML and the UP

Author: Satzinger, John W.
Time: Fri 3:30 - 4:00 Rio Vista A
Title: Teaching the Complete Object-oriented Development Cycle, Including OOA and OOD, with UML and the UP

Author: Saulnier, Bruce M.
Time: Fri 9:00 - 9:30 Santa Fe 3
Title: Creating Significant Learning Experiences in Systems Analysis and Design: Towards a Service Learning Paradigm

Author: Schatzberg, Laurie
Time: Fri 5:15 - 5:45 Rio Vista A
Title: Capstone Introductory IS Course: Strengthening Coverage of IS2002.1 and Disentangling it from IS2002.p0, A

Author: Seal, Kala C.
Time: Sat 9:00 - 9:30 Rio Vista B
Title: Developing a Collaborative Learning Facility to Support Advanced Information Systems Courses: The LMU Experience

Author: Settle, Amber
Time: Fri 8:00 - 8:30 Santa Fe 3
Title: Informed Discussion in Information Technology Survey Courses

Author: Shin, Namchul
Time: Sat 10:30 - 11:00 Santa Fe 3
Title: Investigation of the Methodologies of Business Process Reengineering, An

Author: Simpson, Claude
Time: Fri 8:00 - 8:30 Rio Vista B
Title: Survey of Student Attitudes: Database Competition NCC 2003, A

Author: Slauson, Gayla Jo
Time: Fri 9:00 - 9:30 Rio Vista B
Title: Advancing Local Degree Programs Using the IS Model Curriculum

Author: Soe, Louise L.
Time: Fri 10:00 - 10:30 Santa Fe 3
Title: IS 2002.10 - Project Management and Practice: Making It Work

Author: Song, Yeong-Tae
Time: Fri 3:30 - 4:00 Rio Vista B
Title: Bridging the Technological Gap between Academia and Industry: Towards a Successful e-Commerce Graduate Program

Author: Spangler, William E.
Time: Fri 2:30 - 3:00 Rio Vista A
Title: Case-Based Approach to Integrating an Information Technology Curriculum, A

Author: Steele, Grace C.

Author listing (alphabetical page 36)

Time: Sat 10:00 - 10:30 Balboa 2

Title: Information System Security Course for the Undergraduate Information Systems Curriculum, An

Author: Steenkamp, Annette Lerine

Time: Fri 4:45 - 5:15 Rio Vista A

Title: Design and Implementation of a Doctoral Program of Management in Information Technology

Author: Stoica, Mihail

Time: Sat 10:30 - 11:00 Santa Fe 3

Title: Investigation of the Methodologies of Business Process Reengineering, An

Author: Stojkovic, Vojislav

Time: Sat 10:00 - 10:30 Balboa 2

Title: Information System Security Course for the Undergraduate Information Systems Curriculum, An

Author: Stokes, Sam

Time: Thu 11:00 - 2:00 xx

Title: Developing Mobile Database Centric applications using Visual Basic and ASP.NET

Author: Stokes, Sam

Time: Thu 2:30 - 5:30 xx

Title: Using Game Development in Advancing Programming Classes Using Visual Basic.NET

Author: Streff, Kevin

Time: Thu 2:30 - 5:30 xx

Title: Developing an Information Assurance Program Integrating IS Security

Author: Subramanian, Ramesh

Time: Sun 8:30 - 9:00 Rio Vista A

Title: Three "Hot" Emerging Technologies: What They Are, and What They Mean for IS Education

Author: Sun, Kang

Time: Sat 4:00 - 4:30 Rio Vista A

Title: IT Roles and IT People - an IT Manager's Perspective

Author: Surendran, Ken

Time: Fri 11:00 - 11:30 Rio Vista A

Title: Simplicity First: Use of Tools in Undergraduate Computer Science and Information Systems Teaching

Author: Sweeney, Robert B.

Time: Fri 11:30 - 12:00 Rio Vista A

Title: Examination of Creativity in the Information Systems Curriculum Model and a Proposal for Revision, An

Author: Tastle, William J.

Time: Sat 10:30 - 11:00 Balboa 2

Title: State of Systems Analysis and Design, The

Author: Tastle, William J.

Time: Sat 4:30 - 5:00 Rio Vista B

Title: Barriers to E-Learning in Information Systems

Author: Thompson, Errol

Time: Sat 11:00 - 11:30 Rio Vista B

Title: Teaching to Foster Implicit Knowledge

Author: Trajkovski, Goran

Author listing (alphabetical page 37)

Time: Fri 3:30 - 4:00 Rio Vista B

Title: Bridging the Technological Gap between Academia and Industry: Towards a Successful e-Commerce Graduate Program

Author: Vaidyanathan, Ganesh

Time: Fri 5:15 - 5:45 Balboa 2

Title: Effectiveness and Efficiency in Information Technology Projects: SWOT Analysis and Theory of Constraint

Author: Van Auken, Stuart

Time: Fri 8:30 - 9:00 Rio Vista A

Title: Use of Factor Analysis and Multiple Regression in Evaluating MIS Program Relevancy: A Work-In-Progress Presentation, The

Author: VanLengen, Craig

Time: Thu 2:30 - 5:30 xx

Title: Data-driven Web Applications with ASP, JSP, and ASP.NET

Author: VanLengen, Craig A.

Time: Fri 5:15 - 5:45 Rio Vista B

Title: CIS Curriculum Development Post-dot-com

Author: Vat, Kam Hou

Time: Sun 9:00 - 9:30 Rio Vista A

Title: Architecting of Learning Organizations: The IS Practitioners' Challenge in Systems Thinking

Author: Wagner, Christian C.

Time: Fri 3:00 - 3:30 Rio Vista B

Title: Intention-Directed Modeling Technique

Author: Wang, Ming

Time: Sun 8:30 - 9:00 Santa Fe 3

Title: Teaching Web-driven Database Applications with Templates

Author: Wee, Liang Chee

Time: Fri 2:30 - 3:00 Balboa 2

Title: Cultivating an MIS Faculty for a Tenure-Eligible Position at a Small Private College

Author: Wei, June

Time: Sat 8:00 - 8:30 Santa Fe 3

Title: Global Competitive Internet Usage Forecasting Across Countries and Languages

Author: Welsh, J. Steven

Time: Fri 8:30 - 9:00 Balboa 2

Title: Electronic Commerce: An Alternative for Small Businesses

Author: White, Bruce

Time: Sat 4:30 - 5:00 Rio Vista B

Title: Barriers to E-Learning in Information Systems

Author: White, Bruce

Time: Sun 8:30 - 9:00 Rio Vista A

Title: Three "Hot" Emerging Technologies: What They Are, and What They Mean for IS Education

Author: White, Bruce

Time: Sun 9:00 - 9:30 Rio Vista B

Author listing (alphabetical page 38)

Title: Balance between Teaching and Research: The Development of a Survey Instrument to Assess Factors that Affect MIS Research, The

Author: White, Bruce A.

Time: Sat 4:00 - 5:00 Rio Vista C

Title: Applicability of CMMI to the IS Curriculum

Author: Wilcox, Elizabeth

Time: Sat 3:15 - 3:45 Balboa 2

Title: Method for Enhancing the Success of Service-Learning Projects in Information Systems Curricula, A

Author: Winer, Charles R.

Time: Sat 8:00 - 8:30 Rio Vista B

Title: Teaching the Development of Effective Requests for Proposals (RFPs) in the Area of Computer Hardware/Software/Services Selection

Author: Wood, David F.

Time: Fri 2:30 - 4:00 Rio Vista C

Title: ABET CAC Accreditation Experience – Intent and Reality— The Information Systems Perspective, The

Author: Woolen, Jim

Time: Fri 8:00 - 9:30 Rio Vista C

Title: Teaching the IS.10 Course - Project Management and Practice

Author: Woratschek, Charles R.

Time: Sat 9:00 - 9:30 Balboa 2

Title: Too Many Labels, Not Enough Agreement: Defining Sub-Disciplines in Computer Science-Related Fields

Author: Wu, Shaun-inn

Time: Sun 8:30 - 9:00 Rio Vista B

Title: Designing a Prerequisite Course for a Computer Information Systems Program in a Computer Science Curriculum

Author: Yarbrough, David M.

Time: Sat 4:00 - 5:00 Rio Vista C

Title: Applicability of CMMI to the IS Curriculum

Author: Zant, Robert

Time: Fri 4:15 - 5:45 Rio Vista C

Title: Accreditation From A to Z: A Primer for Institutions Seeking IS Accreditation for the First Time

Author: Zant, Robert F.

Time: Fri 8:00 - 8:30 Rio Vista A

Title: Fundamental Patterns for Logic Design

Author: Zaveri, Jigish S.

Time: Sat 10:00 - 10:30 Balboa 2

Title: Information System Security Course for the Undergraduate Information Systems Curriculum, An

Author: Zhuang

Time: Fri 5:15 - 5:45 Santa Fe 3

Title: Decision Support Systems: A Study of Telework Initiatives

Author: Zigurs, Ilze

Time: Sat 3:15 - 3:45 Balboa 2

Title: Method for Enhancing the Success of Service-Learning Projects in Information Systems Curricula, A

Author listing (alphabetical page 39)

Author: Zolzer, David

Time: Thu 2:30 - 5:30 xx

Title: Networking for IS Professors (including developing a mobile networking lab)

Author: zur Muehlen, Michael

Time: Sat 3:15 - 3:45 Rio Vista B

Title: Creating a Collaborative B2B Environment in the Classroom: Evaluation of Methods Utilized in an International Simulation over a 4-Year Period