Confronting the Issues of Programming In Information Systems Curricula: The Goal is Success

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Abstract: Computer programming has been part of Information Systems (IS) curricula since the first model curriculum. It is with programming that computers are instructed how to implement our ideas into reality. Yet, over the last decade numbers of computing undergraduates have significantly declined. In addition, high failure rates persist in beginning and even advanced programming courses representing losses of students to the anticipation of production of future professionals. Perhaps the main reason the current model curriculum has removed programming is to enable a higher degree of success with higher rates of program completion. Ironically, in the face of this decision, national skills expectations demand programming abilities from graduates of computing programs. Further, most all business schools require programming, and all ABET-accredited programs have multiple courses in programming. While there are challenges in a programming sequence, there is evidence that multiple approaches can be taken to improve the outcomes and perception of success. There is the perception that the problems with this sequence will be improved significantly.

Keywords: programming, class performance, outcome improvement, Curriculum, skills achieved

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Curricula and Pedagogies in Early Childhood Education and Care is an output of the Thematic Review of Early Childhood Education and Care Policy, a project launched by OECD’s Education Committee in March 1998. The impetus for the project came from the 1996 Ministerial meeting on Making Lifelong Learning a Reality for All. The report outlines each of these curricula, using in so far as possible the written documents supplied by our speakers. We are extremely grateful to them, and trust that this outline of curriculum approaches will prove useful to policy makers in OECD countries and beyond. For further information on this or other ECEC papers, please contact