



Chapter XIII

Curriculum Model of the Information Resource Management Association and the Data Administration Managers Association

Eli Cohen

Leon Kozminski Academy of Entrepreneurship & Management, Poland
and The Informing Science Institute, USA

EXECUTIVE SUMMARY

Modern organizations recognize the need to maintain and manage information as an organizational asset. They also recognize the need for today's managers to be well versed in information resources management. This document details an international information resources management curriculum for a four-year undergraduate-level program specifically designed to meet needs. The curriculum provides a model for individual universities to tailor to their particular needs. That is, the IRMA/DAMA Curriculum Model is a generic framework for universities to customize in light of their specific situations. This curriculum model prepares students to understand the concepts of information resources management and technologies, methods, and management procedures to collect, analyze, and disseminate information throughout organizations in order to remain competitive in the global business world. These are all aspects of managing information. It outlines core course descriptions, rationales, and objectives, and includes suggested specific course topics and the percentage of emphasis.

This chapter appears in the book, *Challenges of Information Technology Education in the 21st Century* by Eli Cohen.

Copyright © 2002, Idea Group Publishing.

This curriculum model addresses the needs of two distinct sets of learners:

1. students currently employed or seeking employment in the IRM field and,
2. all business students.

The IRM student needs specific in-depth understanding of IRM. All business students, if they are ever to manage effectively, require an understanding of how information management affects their job, the jobs of other managers, and their entire industry.

History of this Curriculum

The IRM Curriculum Model presented here is a revision of two years of extensive research and efforts by an initial joint IRMA and DAMA International Task Force on IRM Curriculum. (DAMA, Data Administration Management Association, International, is an international professional group with more than 3,000 members throughout the world whose emphasis is data and information resource management.) That IRM Curriculum Model began in October 1994. This revision began in 1998 when members of the current task force were invited to bring the curriculum model up to date. This curriculum model was adopted at the IRMA International Conference in Anchorage, Alaska, in 2000.

Relationship to IS '97

Three other IT-related organizations cooperated to produce the IS '97 Curriculum Model (Davis, Gorgone, Couger, Feinstein, & Longenecker, 1997). That model is designed to be generic, and does not specifically meet the needs of IRM programs. In contrast, the IRM curriculum model presented here is designed to match the specific needs for those teaching IRM. Our hope is that schools designing or revising their curriculum will use and benefit from both of these complementary models.

INTRODUCTION

Management information systems (MIS) literature has grown tremendously over the past few decades. Researchers and practitioners alike discuss and assess in this literature new and evolving concepts, applications, problems, and potentials. Both researchers and practitioners recognize the value and importance of MIS in achieving advantage in this very competitive business world. More than ever, effective management of information resources is vital for both national and international firms. More to the point, increasingly firms and governments acknowledge their need for a workforce possessing IRM

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/curriculum-model-information-resource-management/6539

Related Content

A Description of Online Instructors Use of Design Theory

MarySue Ciciarelli (2010). *ICTs for Modern Educational and Instructional Advancement: New Approaches to Teaching* (pp. 1-9).

www.irma-international.org/chapter/description-online-instructors-use-design/38384

Learning Styles in the e-Learning Environment: The Approaches and Research on Longitudinal Changes

Pavel Doulik, Jiri Skodaand Ivana Simonova (2017). *International Journal of Distance Education Technologies* (pp. 45-61).

www.irma-international.org/article/learning-styles-in-the-e-learning-environment/177260

A Cross-Cultural Validation of the Selwyn's Computer Attitude Scale (CAS)

Timothy Teo (2010). *International Journal of Information and Communication Technology Education* (pp. 36-46).

www.irma-international.org/article/cross-cultural-validation-selwyn-computer/42140

MASCARET: A Pedagogical Multi-Agent System for Virtual Environments for Training

Cédric Buche, Ronan Querrec, Pierre De Loorand Pierre Chevaillier (2008). *Online and Distance Learning: Concepts, Methodologies, Tools, and Applications* (pp. 1137-1156).

www.irma-international.org/chapter/mascaret-pedagogical-multi-agent-system/27456

Online Problem-Based Learning Approach in Higher Education

Roisin Donnelly (2008). *Online and Distance Learning: Concepts, Methodologies, Tools, and Applications* (pp. 162-173).

www.irma-international.org/chapter/online-problem-based-learning-approach/27380