

**MONASH UNIVERSITY
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**FROM IVORY TOWER TO BATTLEFIELD:
INVESTIGATING THE PHILISOPHIES OF
CURRICULUM CHANGE AND DEVELOPMENT**

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Abstract

As our world shifts to the "post" - i.e., from capitalism to post-capitalism, from industrialism to post-industrialism, from modernism to post-modernism, and alike, we are also experiencing a sense of newness that pushes us to respond. Porter & McKibbin (1988) suggest that in the field of business education there are now multiple and conflicted interpretations of what and how material ought to be taught. Now, even more than ever, as the world intertwines through global commerce and instantaneous communication, that the business community, university administrators, faculty, and, indeed students, all have a keen stake in business education. However, faculty still fulfils a primary role through their responsibility in the designing and delivering of the curriculum and in determining what and how business students learn in school. Given this current mix of diverse stakeholders, pulling in many different and often opposite directions, faculty must come to grips with how they want to proceed. Our purpose in this paper is to review a number of current models and philosophical approaches used to develop curriculum, and then follow the development of a post-graduate curriculum in Management Studies in order to grasp the impact of model and philosophy selection on educational direction.

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INTRODUCTION:

*"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat
"I don't much care where _____" said Alice.
"Then it doesn't matter which way you go", said the Cat*

*Lewis Carroll's
Alice's Adventures in Wonderland*

Our present desire to create a relevant business education can be very like Alice's efforts to find her way. As Alice slipped through the Rabbit's hole, she became enveloped in a world wholly unlike anything she had previously experienced: as rabbits now carry watches and cats spout wisdom. Alice, lost in this New World, desperately wants to continue, but she can't seem to get a fix on where she wants to go. She's driven to proceed, but suffers from directional spasms.

As our world shifts to the "post" – i.e., from capitalism to post-capitalism, from industrialism to post-industrialism, from modernism to post-modernism, and alike, we are also experiencing a sense of newness that pushes us to respond, and, we too are increasingly unsettled on our direction. Porter & McKibbin (1988) suggest that in the field business education there are now multiple and conflicted interpretations of what and how material ought to be taught. Now, even more than ever, as the world intertwines through global commerce and instantaneous communication, that the business community, university administrators, faculty, and, indeed, students all have a keen stake in business education. However, faculty still fulfils a primary role through their responsibility in the designing and delivering the curriculum in determining what and how business students learn in school. Given this current mix of diverse stakeholders pulling in many different and often opposite directions, faculty, very much like Alice, must come to grips with how they want to proceed.

Contemplating the fact that Alice stopped to ask the Cat for direction, we get a sense that Alice's basic values, and orientation to excursion planning influenced her final destination. Had Alice not queried the Cat for his advice, her adventure in wonderland could have been very different. Had she not been rightly open to gathering information from the Cat and various sundry other wonderlanders, she may never have had the pleasure of joining the Hatter for tea. It really was the manner in which Alice went about soliciting and processing information (i.e., her model), and her preconceived notions about right, wrong, good and bad (i.e., her philosophy) that ultimately influenced her outcomes.

So to must faculty get a fix on the models and philosophies they use when designing curricula, as our education directions could, like Alice's escapades in wonderland, also be affected by such choices. Our purpose in this paper is to review a number of current models and philosophical approaches used to develop curriculum, and then follow the development of a post-graduate curriculum in Management Studies in order to grasp the impact of model and philosophy selection on educational direction.

CURRICULUM CONCEPTUALISATIONS

Curriculum: "(a) A course, esp., a specified fixed course of study, as in a school or college, as one leading to a degree. (b) The whole body of courses offered in an educational institution, or by a department thereof; -the usual sense"

Webster's New International Dictionary

Many authors have merely tweaked this standard definition in an attempt to better reflect their own philosophy towards curriculum (Jackson, 1992). Several writers suggest that these curriculum philosophies

or conceptualisations can be grouped according to the specific purposes of learning espoused (Eisner & Vallance, 1974; McNeil, 1981; Print, 1993). The following sections elaborate on five major philosophies or conceptualisations often used in curriculum research.

Academic Rationalist Conception:

This approach is considered one of the oldest in terms of the conceptualisation of curriculum. It argues that the major function of the school should be "...to foster the intellectual growth of the student in those subject matters most worthy of study." (Eisner, 1979:34). Its major tenet is that schools should expose students to the "accumulated wisdom" through the study of academic subjects (e.g. History, Chemistry, English, etc.) and that schools should not be concerned with perceived and changing social needs. Schools that follow this philosophy would typically emphasise the knowledge, skills and values to be found in various academic disciplines.

Cognitive Process Conception:

Eisner and Vallance (1974:5-6) describe this approach as a method "...to develop a repertoire of cognitive skills that are applicable to a wide range of intellectual problems. In this view, subject matter, as typically defined, is considered instrumental to the development of intellectual abilities that can be used in areas other than those in which the processes were originally refined...These abilities, it is argued, will endure long after the particular content or knowledge is forgotten or rendered obsolete by new knowledge". In other words, what is important to learn are the many skills that enable us to conceptually address the world and solve our problems. Their approach is to develop curricula that encourage teachers to use a combination of student-centred and teacher-centred teaching-learning strategies.

Humanistic Conception:

According to McNeil (1977), this approach suggests that the curriculum should provide personally satisfying experiences for each individual. The new humanists are self-actualizers, who see curriculum as a liberating process that can meet the need for growth and personal integrity. (Jackson, 1992:15). McNeil (1985:4) emphasises that "...the ideal of the self-actualizing person is at the heart of the humanistic curriculum". The content of the humanistic curriculum takes on a holistic perspective that has the effect of integrating the cognitive, affective and psychomotor domains while this approach is opposed to evaluation.

Social Reconstructionist Conception:

Social reconstructionists see schooling as an agency of social change, and they demand that education be relevant both to the student's interests and to society's needs. Curriculum is conceived to be an active force having direct impact on the whole fabric of its human and social context (Jackson, 1992). Oliva (1997:189) cites Pinar (1985), one of the leading proponents of this school of thought who explains the interest of this group as concerning "...themselves with the internal and existential experience of the public world. They tend to study not 'change in behavior' or 'decision making in the classroom,' but matters of temporality, transcendence, consciousness, and politics. In brief, the reconceptualist attempts to understand the nature of educational experience". Print (1993:53) identifies three strands of social reconstructionism, each representing a different purpose within the conception itself: (1) social adaptation - school curricula to be adapted to meet societal needs; (2) social reconstructionism - demands rapid curriculum change to meet society's urgent, immediate needs; and, (3) futurist perspective - a speculative view of what school curricula might be like in order to meet perceived needs of society. The curriculum content that supporters of this conception identify is the need to examine societal needs, issues, current ideals and future aspirations. For example, issues such as ethnic culture, political corruption, racial prejudice, religious values, environmental issues to name but a few, are all considered worthy content in any curriculum developed within this particular ideology.

Technological Conception:

McNeil (1985:39-40) states that technologists view curriculum-making as a technological process for producing whatever ends policymakers demand. He goes on to say that technology can be applied to curriculum in two important ways: "...first, it comes as a plan for systematic use of various devices and media, and as a contrived sequence of instruction based on principles from behavioural science...second,

technology is found in models and procedures for the construction or development and evaluation of curriculum materials and instructional systems." In marked contrast to the academic rationalist conception, this conception is considered more as a means of facilitating other conceptions rather than a conception in its own right because of the lack of intrinsic content - apart from learning the technology itself. On the other hand, one could argue that its major strength is the nature of its relationship between the learner and the information source as learning can be made more effective by increasing the efficiency of the stimulus. (Print 1993:55). In Australia, especially at the Technical and Further Education (TAFE) colleges, there is evidence of aspects of curricula that have a technological orientation.

Summary:

As can be seen from the above, there exists a rich field of curriculum philosophies that guide people as they design and implement curricula. As Eisner (1992:324) points out "...educational ideologies, broadly speaking, and curricula ideologies, more specifically, fundamentally influence our deliberations about what the curriculum should become and what schools should be".

CURRICULUM MODELS

"A model is a simplified representation of reality which is often depicted in diagrammatic form. The purpose of a model is to provide a structure for examining the variables that constitute reality as well as their interrelationships." (Print, 1992:61)

Rational Models:

One of the most often quoted models for curriculum development was that which Ralph Tyler (1949), proposes in his seminal work, *Basic Principles of Curriculum and Instruction*. Tyler outlines a 'rationale' for analysing and developing the curriculum with a set of four questions: (1) what educational purposes should the school seek to attain? (2) what education experiences can be provided that are likely to attain these purposes? (3) how can these educational experiences be effectively organised? and, (4) how can we determine whether these purposes are being attained? These questions were then presented in a four-step progression of: objectives; selecting learning experiences; organising learning experiences and, evaluation.

Hilda Taba (1962), a leading proponent of the rational model approach, modified Tyler's work to reflect a wider representation of curriculum development in schools. Taba argued that "...a curriculum usually contains some selection and organisation of content; it either implies or manifests certain patterns of learning and teaching...Finally, it concludes a program of evaluation of the outcomes" (1962:10). Taba suggests that if curriculum development was to be an ordered process then a close examination of the order in which the decisions were made and how they were to be applied was a necessary part of the process. "This book is based on the assumption that there is such an order and that pursuing it will result in a more thoughtfully planned and a more dynamically conceived curriculum (1962:12)."

Taba presents her model of the curriculum process as seven sequential steps: (1) diagnosis of needs; (2) formulation of objectives; (3) selection of content; (4) organisation of content; (5) selection of learning experiences; (6) organisation of learning experiences; and, (7) determination of what to evaluate and ways and means of doing it.

One of the major strengths of the above models is the manner in which they persuade the curriculum developers to conceptualise and state objectives. Kliebard (Brady, 1992:72) claims, "...one reason for the success of the Tyler rationale is its very rationality". On the other hand, Tanner & Tanner (1995:241) argue that Tyler's model fails to show the interdependence of "the four functions in curriculum development". Skilbeck (1976) suggests that the Tyler rationale and model don't adequately explain where the curriculum objectives emanate. Taba's model is criticised because of its unsystematic process and for the fact that changing direction during the development of specific curriculum will result in a piecemeal product (Brady, 1992).

Cyclical Models:

Print (1993:69) identifies a second set of models, which he refers to as "cyclical models". These models "...see the curriculum process as a continuing activity, constantly in a state of change as new information or practices become available". Wheeler proposed that each phase of the curriculum process is cyclical by nature and that "...each phase is a logical development of the preceding one". Similarly, Nicholls & Nicholls (1978) propose a model that accentuates the logical approach to curriculum development, especially where the need for new curricula emerge from changed situations. They extend the works of Tyler, Taba, and Wheeler by introducing a preliminary step - a situation analysis (Print, 1993).

One of the cyclical models' major attributes is their applicability to the school situation and, as a result, more accessible to teachers responsible for curriculum development. These models are often criticised because of their close resemblance to the rational models of Tyler and Taba and the time spent on undertaking a situational analysis.

Dynamic Models:

Finally, the dynamic models are those proposed by Walker (1971) and Skilbeck (1976). Walker proposes what Oliva (1997:143) terms a descriptive model which consists of three major elements: platform (beliefs and principles) deliberation (making decisions from available alternatives) and, curriculum design (making decisions about the various process components). Skilbeck (1976) proposes a model that would allow teachers to develop appropriate curricula. The model suggests a five-step process: (1) situational analysis; (2) goal formulation; (3) program building; (4) interpretation and implementation; and, (5) monitoring, feedback, assessment and instruction.

The strengths of these models are seen to be in the degree of flexibility that developers have in designing curriculum. That is, they are free to start anywhere thus avoiding the necessity of writing objectives, an attribute that many would find quite appealing. Of course, this has also become a major criticism of these models in that they display a non-systematic approach to the development of curriculum and their lack of clear objectives.

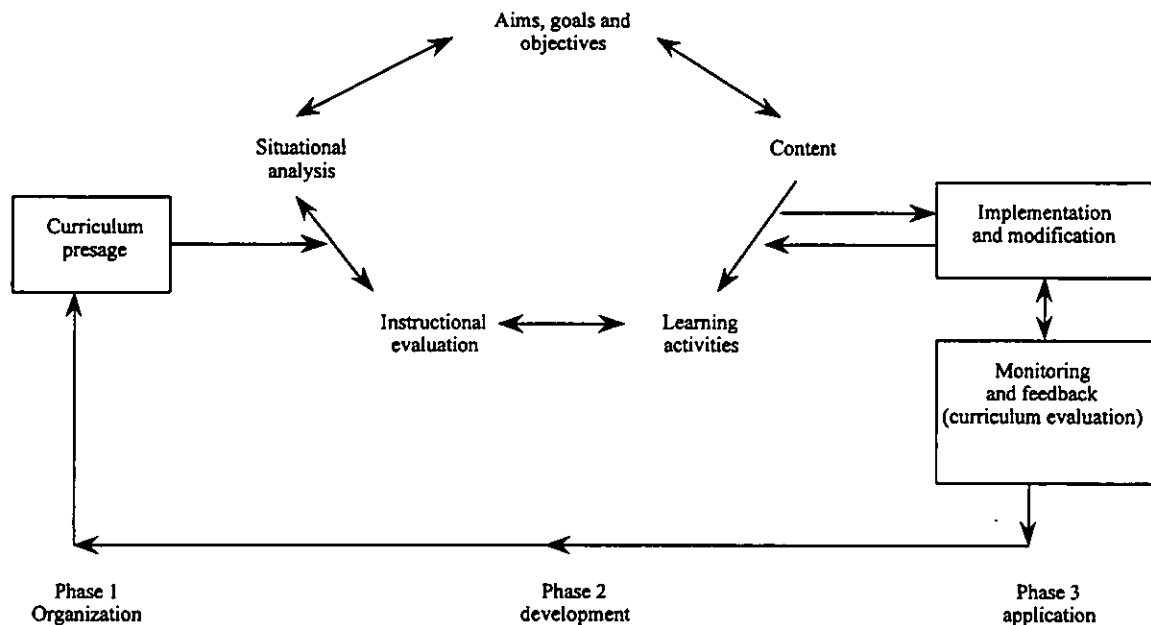
Summary:

While all of the models discussed above have elements of similarities and differences, it appears there is no one model that is inherently better or worse than the other is. Oliva (1997:153) states that "...what the originator of a model is saying, often in graphic form, is "These are the features you should not forget".

CURRICULUM PROCESS - A CASE STUDY

For the purposes of this discussion, a model proposed by Print (1993:84) will be used to explore curriculum development strategies in a tertiary institution. This model is shown in Figure 1. This model was chosen because it effectively includes characteristics from the aforementioned rational, cyclical and dynamic models: rational in that Phase 2 indicates a logical sequence; the outlined feedback loops symbolise adherence to cyclical approaches, and double-headed arrows throughout all Phases illustrate its dynamic nature.

Figure 1: Model of curriculum development



Phase 1 - Organisation (Curriculum Presage)

Print (1993) suggests that the most important component of this first phase is the questions that are posed of the curriculum development team: who is involved?, what are their concepts of curriculum?, and what values or principles guide the developers?

The original impetus to establishing the program arose from work being done at MIT in the Systems Group (eg. Forrester, Sterman, Senge) but more particularly, arising from the immense success and popularity of Peter Senge's book *The Fifth Discipline* (1992). This book popularised the relatively inaccessible ideas and techniques of Systems Dynamics Theory. A number of people within the Department of Management in the Faculty of Business and Economics saw the opportunity to establish, within the marketplace, a high level program that taught the concepts inherent in Systems Theory to students drawn from the business community.

The second driving force was the development of non-linear dynamical theories, in particular, chaos theory in physics and biology. This work constituted a natural extension of the work of Systems Dynamics and was seen as having the potential to add to the curriculum a dimension that no other post-graduate business program had, therefore, there were two intellectual streams which proved a happy conjunction for the course developers. The other conjunction was the presence of a sufficient number of people in the department, and in one case, outside it, to mount the program.

The existence of expertise outside the Department of Management was seen as important in that it provided the potential for a multidisciplinary program that would include biology and physics concepts alongside management theory. In terms of the marketplace, this was perceived as an important competitive advantage as it was the view of the course developers that other universities were not sufficiently well organised or co-ordinated to be able to mount similar multidisciplinary business programs.

A third important driving force was the contact of members of the Department with people overseas, most particularly, with Systems Thinking and Systems Dynamics. Two staff members went overseas to conferences and seminars which introduced them to the fundamental concepts of Systems Thinking and Systems Dynamics. In addition, a visit by Peter Senge committed the department to a position in the market place where it would be seen as a centre where Systems Thinking and Theory was to be developed and taught.

The fourth driving force was the fact that the Department had a highly successful Graduate Diploma program and no Masters Programs thus there was a vacuum into which the development of the new Masters programs was drawn. It was considered an important part of the Department's strategy to bridge between the existing Graduate Diploma and the PhD programs that were currently running.

Having established the impetus for the introduction of this program, the situational analysis was conducted through a Demand Survey (Appendix 1) on past and current Syde Management students. These students were seen as one of the two primary markets for this particular degree, first, students who had completed a Graduate Diploma which is the natural prerequisite for the Masters and who had generally positive experiences with the Department of Management at Monash Caulfield Campus. Secondly, students who had graduated with Graduate Diplomas in other disciplines who had an interest in a radically different approach to the teaching and study of management.

While this was essentially a strategy driven by the internal needs of the Department, it also coincided with the publication of the Report of the Industry Task Force on Leadership and Management Skills (commonly referred to as The Karpin Report). One of the key findings of this report was that business needed new style MBAs which were customised to meet particular organisational needs and, in particular, the needs of high potential senior managers. Such external support has always been an important consideration in the establishment of new programs within the Department of Management.

Further support was drawn from the specific reference made to the program by the then CEO of ICI Australia, Warren Haines, in an address to the Business Council when he said:

"We have to compete if we are to survive. If we are to compete successfully, then we need to understand our competitors - who they are, what they are doing and how well they are doing it. In doing such competitive analysis you soon realise that catching up to and passing a competitor in international markets requires fundamental shifts in the way we think and have done things in the past - today this is more fashionably and now frequently called a paradigm shift".

Part of this paradigm shift involved a desire on the part of the curriculum team to produce a highly integrated set of subjects. This is in contrast to the normal model of development for business education, epitomised by the MBA programs where subjects are effectively stand alone and there is little integration between them. The integrative model has always proved difficult in universities given the highly specialised nature of the knowledge of staff qualified to teach into Masters level programs. Nonetheless, such integration was seen as a point of competitive differentiation in the market place.

The team involved in the curriculum development had as a basic philosophy that the program needed to be closely related to the needs of business, given that the students were mature age and the long tradition of David Syde Business School of keeping courses close to the business community. The team was also aware of the need to get a flow-on effect from the Graduate Diploma. With this in mind, they developed introductory Systems units in the Graduate Diploma to prepare students for the Masters program. It was thought at the time that the enthusiasm generated by studying this material in the Graduate Diploma would carry over to enrolments in the Masters program.

Within the curriculum development team were: a staff member who was an early convert to the ideas in Senge's *The Fifth Discipline*, who later arranged to have Senge visit the Department and who saw strong links between the OD work he had been doing and the new perspective that the Fifth Discipline provided, another staff member who was a recent recruit from private enterprise and who had attended a high level Systems Thinking seminar conducted at MIT and who felt that what she had learned there would constitute a valuable contribution to her new workplace, another staff member who was also a recent recruit from private enterprise who had come specifically to prepare the documentation for the new Masters and who had been involved in teaching Systems Theory and using it in the workplace since the early 80s. This staff member brought a wide-range of contacts within the systems community at MIT, another staff member had a strong interest in linking Systems Thinking to action research and the final staff member who had an interest in

Systems Theory going back to Emery and Trist and who had attended a seminar on System Dynamics modelling.

From the above analysis, it is evident that the curriculum development team had a very clear understanding of what they represented. That is, what was highly relevant to external market forces and best practice in overseas universities. On the other hand, only two members of the development team had extensive experience with curricula design and formulation at the post-graduate level. Finally, the values that guided the team were centred on the work being carried out by the Systems group at MIT and the concepts of the Learning Organisation theories developed by Senge. Along with these was the work developed on Soft Systems at Lancaster University and community-based level of inquiry at Antioch University, Seattle.

Phase 11 (Development):

It is this stage, Print (1993) states that developers need to follow the sequence of curriculum elements as shown in the model above.

The situational analysis carried out by the team consisted of several components. First, a survey of the students, who had recently graduated from the existing Graduate Diploma in Management, was carried out. One of the significant issues arising from this analysis was the need for a course that was distinctive from the MBA and demonstrated an innovative approach to teaching and learning at this level in a high profile business department. During the situational analysis process, there was a clear recognition of the political constraints, at both the Departmental and Faculty level, that needed to be considered in the offering of subjects that reflected the academic credibility of the department that allowed the existing professorial staff to be engaged in the program.

At the next stage of this phase, one member of staff took responsibility for the development of the curriculum aims, goals and objectives. There was some iteration with other members of the team but by this stage, there was general agreement on aims, goals and objectives. The next stage of development was that of developing the curriculum content for individual subjects. This was essentially an isolated process where each staff member designed a course in line with his or her particular academic interests, approaches to teaching as the primary shaping process with fitting the course into the framework of the Masters as a third consideration. The model that is used in this stage of the developmental process is not an integrative one, however, the program was developed by a group of people who had chosen to work together because they had similar interests and philosophical approaches to teaching and learning.

One aspect of teaching at a tertiary level that is worthy of comment is that individual staff members have a highly specialised nature of the knowledge they have in their subject areas. Even in a program with the sharply defined focus of this Masters, other staffs are often reticent or are not capable of commenting on the content of subjects other than their own. This makes co-operative development of individual subjects difficult. It is not until the program has been running for some time that it is possible to begin an integrative process. Even then it is only between staff who have close academic interest. The University has no mechanisms within its course approvals or reassessment processes that place emphasis on the need for courses to provide integrated frameworks for learning.

One important aspect of the development of new curricula is a clear articulation of learning activities that will be most relevant to the target market. In the case of the Department of Management, this involves a strong emphasis on using the students' workplace experiences as the basis for evolving the theory relevant to the specific subjects. For example, the Action Learning Research Project was seen as integrating the disciplines of the program and transferring them through the research project into practical action in each student's organisation. This aspect of the development of the program was central to all the subjects in that all the learning activities actively sought to have the students serving to transfer the content of the curriculum into their work place. The students effectively became active disciples of Systems Thinking and Theory in their work place.

A corollary of this is that the classroom activities were strongly biased towards high levels of student input. It transpired that many students doing the program already held Master's level qualifications, in one case a PhD. Such students were expected to read widely and come prepared to conduct the classes with minimal

input from the teaching staff. In fact, most students regarded teaching staff more as equals than as teachers. It was explained to them before they entered the program that an important question that would be asked would be what they would bring to, rather than what they would gain from the program.

An aspect of the evaluation process within this University is the course approval process. This process typically takes about a year and involves approval by, in order, a Departmental Course Committee, a Departmental Staff Meeting, the Faculty Graduate Studies Committee, Faculty Board, Education Committee, Academic Board and the University Council. This means the course will have been reviewed by some 180 academics before it reaches the University Council. This process is time consuming and frustrating, however, it does mean that once a course has been approved by this process it has been subjected to the thorough collegial process of a major and prestigious university. This again proved to be a powerful market differentiator.

During this process and, most particularly at the level of Faculty Graduate Studies Committee, there are feedback loops where programs will be subject to revision in the light of other programs run in the Faculty, the views of other academics with special skills in curriculum development and as a result of a rigorous assessment of the academic standards laid out in the program.

From the above process it can be seen that the curriculum development team followed the cyclical procedure of the model, although it could be argued that, once assessing the outcomes of the situational analysis, the remainder of the procedures happened simultaneously as each team member had responsibilities for various segments of the course itself.

Phase 111 (Application):

The final stage of Print's (1993) model suggests that curricula developers need to be cognisant of what happens when new curriculum is employed, in this case, by students. In other words, the feedback mechanisms employed by those responsible for the implementation.

At this stage of the curriculum model, there was minimal change required on the part of the Department of Management to introduce this curriculum. This was because there were no existing Masters level programs running. Therefore, questions of subject overlap, possible cannibalisation of other programs did not arise. Nor did the intense political conflict that is often inherent in this process in academic departments. Questions of application that needed to be addressed were those of attracting students to a new and little known program.

The visit of Peter Senge was seen as an important positioning device in the marketing of the Department as a centre of excellence in Systems Thinking and Theory. Unfortunately, the Senge visit did not prove as successful as was hoped and the impetus that had been hoped for was not generated. Consequently, initial enrolments were not as high as was hoped and the course has struggled to develop sufficiently large cohorts of students. In a university environment that is increasingly focussed on bottom line results and cost effectiveness, the generation of viable class sizes is a critical success factor for new programs. As the normal model for the success of Masters level programs is that their reputation spreads through word of mouth, it is necessary to generate large numbers of graduates quickly. These graduates effectively generate future students.

Another aspect of the evaluation process concerns monitoring the effectiveness of the teaching and learning. The University has a number of standard questionnaires, which are regularly filled in by students. However, results of these questionnaires are confidential to the individual staff members. It is not usual for the results of these questionnaires to become part of an evaluation process that looks at the total program. Individual staff members may, or may not, take into account student feedback when preparing the following semester's program. However, if staff members have similar academic interests and a propensity to work together, there can be productive and ongoing change in some subject areas. To be effective, this normally involves a familiarity with each other's curriculum and teaching methods, as well as a level of trust not normally engendered by the normal functions of an academic department.

The highly interactive nature of the teaching process means that students will often wish to be deeply involved in questions of curriculum content and teaching methods. They are frequently and often aggressively involved in providing feedback to teaching staff. At best, this can be a highly effective change processes, and, at its worst, highly destructive of individual staff egos.

In summary, probably one of the most important components of this phase was the formal/informal meeting of students on completion of the program. It is through this socialisation process whereby the course's reputation is established. As a result of this, the presage group was able to modify and, in some cases, restrict availability of some subjects, where significant feedback was forthcoming from the majority of the student cohort. Another relevant feedback issue identified was the criteria by which the course was evaluated. First, students looked for academic rigour, relevance and innovation, second how well teaching staff facilitated the learning process and third, the actual physical logistics. In order for the program to be effective, the course needed to score highly in all three areas.

CONCLUSION:

The development of the program in the Department of Management was indicative of a long held belief amongst its developers that the external environment or the needs of the customer were the primary determinants of curriculum. This is a market driven model of the curriculum rather typical of the approach that would be expected in a business school. Such an approach is, however, at odds with the traditional model in universities, which is one of academic rationalism. The traditional research role of universities rightly places curriculum development in this academic rationalism tradition. It is from the research activities of the university, concerned with the creation of pure knowledge that the curriculum springs. However, such a model presupposes an interest on the part of the client, namely the business student, in the research interests and activities of academic departments. Unfortunately, this is not always the case.

Models of curriculum development for Masters level programs in the Australian university context in the 1990s must recognise the need for fledging programs to become viable within one to two years. Such models need to have clearly stated assumptions of the costs and time lines involved in these processes.

It is important that curriculum developers in universities understand that the market within which they operate is a highly competitive one. Not only is it highly competitive but it is becoming increasingly globalised. While the rate of curriculum change in any one university may be slow, the sheer number of choices open to students now means they have access, in some part of the world, to the latest curriculum and subject material developments. The importance of such a market-oriented approach has been increased as a result of decreasing government funding and increasing demands by government that universities become "more relevant".

Thus, the central curriculum model for business schools will involve a close co-operation and interaction with the needs of the business community. The system of curriculum development that will be needed in the future will involve firstly, a highly effective method of environmental scanning, secondly, a rapid response to the material gathered in such scanning and, finally, flexibility in the development of programs which will set the pace of change rather than simply responding to it.

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