Abstract

The multidimensional challenges of the 21st century have forced organizations to develop more sophisticated process management capabilities for maintaining a high level of transparency, efficiency, agility, and control. BPM has emerged as a powerful tool offering a set of structured methods and technologies to implement ongoing cross-functional process management. This puts process modeling capabilities among the most in demand skills in the IT employment market. Consequently, many institutions around the globe started offering degree/training programs in BPM. Yet no consensus has emerged regarding the contents of these academic programs. Taking into account the inherent connections of BPM concepts with IT education and the emerging employment rolls of IT graduates, this paper presents Bloom’s taxonomy based learning objectives which may help instructors/institutions to standardize the contents of BPM education of IT under-graduates students.

References


Bloom’s Taxonomy for Standardizing BPM Education of IT Under-Graduates Students

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**Index Terms**

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