

IS 457: Enterprise Systems

School of Technology & Computing

5 Credits, Undergraduate Course
Grading Type: Decimal
Pre-requisites, Co-requisites: None
Summer 2022

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Contact Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Faculty Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Email: [first name] [last name]

Phone: [xxx-xxx-xxxx]

Office Hours and Response Time: [I am available through MS Teams xxx and xx nights between xx-xx pm. I will respond within 24 hours. I will grade within 3 business days after the due date.]

Bio: (keep images under 300px wide)

Course Description

This course is designed to provide students with an understanding of the theoretical and practical issues related to the application of enterprise systems within organizations. Enterprise systems, by their multi-dimensional integrative nature, offer the depth of functionality and breadth of integration to demonstrate how global operations of organizations are managed. Students investigate design, selection, implementation, and management of enterprise IT solutions focusing on applications and infrastructure and their fit with the business and how enterprise systems integrate information and organizational processes across functional areas utilizing shared reporting tools.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Desire to Learn LMS, as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

1. Explain the theoretical and practical issues related to the application of enterprise systems within organizations.
2. Describe how Customer Relationship Management (CRM) systems act as an enterprise system.
3. Examine the design, selection, implementation, and management of enterprise IT solutions to cloud services.
4. Analyze how enterprise systems integrate information and organizational processes across functional areas with a unified system.
5. Evaluate cloud-based storage and database systems.
6. Design an enterprise system in the cloud using current industry CRM systems.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

OVERVIEW OF REQUIRED ASSIGNMENTS	% OF FINAL GRADE	POINTS
<i>Instructor Determined Assignments</i>	30%	
The Muddiest Point (MP)	5%	50 = 5 points * 10 modules
Concept Test (CT)	5%	50 = 5 points * 10 modules
Discussion Board (DB)	10%	100 = 10 points * 10 modules
Knowledge Check (KC)	10%	100 = 10 points * 10 modules
<i>Major Assignments</i>	70%	
Hands-On Practice (HOP)	20%	200 = 20 points * 10 modules
Virtual Lab (VL)	30%	300 = 30 points * 10 modules
Team Project (TP)	20%	Proposal: 30 points Progress: 70 points Final Report: 70 points Final PPT: 30 points Subtotal: 200 points
TOTAL	100%	1,000 points

Course Assignments and Grading

The instructor provides grading rubrics that will provide more detail as to how this assignment will be graded.

The Muddiest Point (MP)

Before class, students submit the Muddiest Point (MP) activity to ensure they understand the theoretical and practical issues related to the application of enterprise systems within an organization. This activity is designed to stimulate student engagement. The instructor uses the MP to assess how students understood the required readings using the MPs to customize the lecture scope to implement Just-in-Time Teaching (JiTT). The MP consists of writing a brief reflective essay (<= 50 words) identifying the most confusing part (i.e., the MP) of the content covered in the upcoming module. If a student understood all concepts, the student needs to explain the most exciting aspect. There is one multiple-choice question from the required reading to demonstrate that the student understood the required readings.

<i>MP Criteria</i>	<i>% of Grade</i>
Participation	80%
Correctness	20%
TOTAL	100%

Concept Test (CT)

The instructor presents a problem based on key concepts covered in lectures such as describing how CRMs act as an enterprise system, and how cloud services assist in managing enterprise IT solutions. Students discuss their solution with a peer. Instructor reviews responses and provides feedback.

<i>CT Criteria</i>	<i>% of Grade</i>
Engagement	100%
TOTAL	100%

Discussion Board (DB)

All classes are required to use the Discussion Board. Participation through DB is an integral part of this course. Students discuss core enterprise system solutions, analyze how enterprise systems integrate information and organizational processes and evaluate cloud-based storage used for cross functional purposes withing a unified system. Instructors determine the type of activities and their due dates; moreover, different DB activities have different substance and length guidelines. The instructor provides specific instructions to students.

A student posts an answer to a weekly discussion topic. The student also posts a response to two other students' posts by the end of each module. Comments and questions should be clear and thoughtful, with correct grammar, spelling, and punctuation. The instructor grades the quality of the discussion postings on both content and response.

Questions or comments specifically for the instructor should be emailed directly to the instructor or posted in the Question and Answer Forum. Students who want to talk with other students about issues unrelated to the discussion forums should use the Coffee Talk Forum.

Although DB postings' tone can be informal, the instructor expects the content professional. Comments and questions for discussion should be clear and thoughtful, with correct grammar, spelling, and punctuation. As with written assignments, discussion postings' quality is graded on both content and presentation.

<i>DB Criteria</i>	<i>% of Grade</i>
Participation	50%
Writing	50%
TOTAL	100%

Hands-On Practice (HOP)

The instructor assigns Hands-On Practice exercises to individual or paired students in class or online. Students practice exercises to learn specific enterprise application and enterprise system CRM tools related to the virtual lab assignments.

<i>HOP Criteria</i>	<i>% of Grade</i>
Practice Exercise	80%
Engagement	20%
TOTAL	100%

Virtual Lab (VL)

Students complete cloud-based labs using a current industry enterprise system utilizing the theoretical and practical knowledge of concepts taught within the course. VLs involve viewing instructional documents and following systematic instructions. Activities are embedded within each lab. The activities present a challenge to complete. Each lab is graded on accuracy and writing. A student has unlimited attempts at each lab to increase their accuracy and learn the required skills. Reports submitted include a write up on their understandings and findings in their lab reports.

<i>VL Criteria</i>	<i>% of Grade</i>
Accuracy	80%
Writing	20%
TOTAL	100%

Knowledge Check (KC)

Weekly quizzes measure knowledge of core enterprise system concepts and how they are integrated in the information system to meet organizations' needs. Focus on the underlying principles and concepts rather than memorization to solve the quizzes.

<i>KC Criteria</i>	<i>% of Grade</i>
Correctness	100%
TOTAL	100%

Team Project (TP)

Project Description: Customer Relationship Management (CRM) Tool

Students research a current Customer Relationship Management (CRM) tool and how it is used in a specific industry examining the design, election, implementation and management of enterprise IT solutions. Students analyze the benefits and disadvantages of the CRM and document how organizations utilize the benefits and impact of the disadvantages. Students document how they would go about implementing such a tool within an organization using their knowledge of a vertical to recommend design decisions, documenting its various implementation scenarios between large corporations and small business.

A team is selected consisting of three or four students. A group of fewer than three students require the instructor's approval. Each team use an instructor-approved topic relevant to the course.

The final project is the culmination of analyzing and evaluating required software, applied research, and instructor led activities throughout the quarter.

Students can work on a specific project, but it must be approved by the instructor and be relevant to the course. Each project consists of four elements: a proposal, a progress report, a final report of 6-7 pages, and a final presentation with slides. Templates are provided for each element by the instructor. Students add to their project elements weekly, incorporating feedback from their instructor.

Students are expected to use evidence to support the contentions they have drawn from their findings and critically analyze their cited resources. Resources should include assigned course materials and additional sources students have investigated and researched not assigned by the professor. Students use industry technical style of reporting and are expected to employ APA formatting for citations and references.

The instructor provides team project ideas and requirements in the course shell.

Team Project (TP) Report

The student submits a report based on a formatted template provided by the instructor. Students can use their own template format but must include all components in the formatted template. Students are required to improve their technical writing iteratively and incrementally every week. Students add new required sections to the existing paper every week.

The final report is the culmination of applied research and activities conducted throughout the quarter. The final report/paper provides a detailed problem and its solution. Students need to identify if the problem they are solving is likely to be encountered in an organization.

TP01 & TP02

<i>TP01 & 02 Criteria</i>	<i>% of Grade</i>
Structure	20%
Content	30%
Writing	30%
Reference	10%

Collaboration	10%
TOTAL	100%

TP03 Rubric

	TP03 Criteria	Outcome	% of Grade
Enterprise Systems Principles and Practices (20%)			
1	Enterprise Systems	Apply the fundamentals of enterprise systems and issues associated with their implementation.	20%
Critical Thinking (60%)			
2	Issue	Issue is stated and described thoroughly so that it is understood fully.	20%
3	Evidence	Information is taken from source(s) appropriate to the scope with enough interpretation and evaluation to develop a comprehensive analysis or synthesis, and expert opinions are thoroughly scrutinized.	10%
4	Context and Awareness	Thoroughly analyzes assumptions and biases, carefully evaluating contextual relevance when presenting a position.	20%
5	Conclusions	Conclusions are logical and reflect an informed evaluation of evidence and perspectives in priority order.	10%
Collaboration (20%)			
6	Teamwork	Works effectively on diverse, global and/or distributed teams.	10%
7	Knowledge of Cultural Frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	5%
8	Openness to Cultural Differences	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	5%
	TOTAL		100%

Team Project (TP) Presentation

The student report on the research outcomes, development, or other project efforts to an academically appropriate committee in a public forum. The nature of the presentation content determines the specific makeup of the audience. The students choose the format of the presentation, in consultation with the advisor. The layout and design must be appropriate and adequate to represent the outcomes of the effort. While students must make some form of a visual presentation, the presentation of the results may include publishing in a refereed publication, publication in a trade or popular magazine or journal, broadcast in an appropriate medium, or, in exceptional cases, limited dissemination within a closed community.

Each Team has 15 minutes for a presentation and 5 minutes for questions and answers. Each presenter must keep the total presentation time limited.

<i>TP Presentation Criteria</i>	<i>% of Grade</i>
Structure	20%
Visual Presentation	30%
Verbal Quality & Engagement	30%
Team Collaboration	20%
TOTAL	100%

University Policies

You are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and

domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services & Accommodations

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.