

# Standard Course Outline

## IS 699 Information Systems Project

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### I. General Information

- ♦ Course number: IS 699
- ♦ Title: Information Systems Project
- ♦ Units: 3
- ♦ Prerequisites: Graduate standing, IS 602
- ♦ Course Coordinator: H. Michael Chung
- ♦ SCO Prepared by: H. Michael Chung
- ♦ Date prepared/revised: Aug 1, 2016

### II. Catalog Description

Integration and practice in managing large-scale information systems projects. Issues include cost estimation, personnel management, requirement analysis, system design methods, quality control of software projects, system validation, and configuration management. A grade of “B” or better is required for this capstone course. Letter grade only (A-F).

### III. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

#### OUTLINE OF SUBJECT MATTER and COURSE OBJECTIVES

This is a culminating experience course that applies previous course materials to comprehensive project. Learn how to leverage information technology assets and capabilities; to justify and prioritize corporate information systems portfolio; to evaluate proposed projects based on organizational directions, requirements, and resources; to develop information systems application by applying the skills and knowledge learned; and to examine business processes and data in an organization, among others.

#### MEASURABLE OUTCOME

Students who pass IS 699 must demonstrate the following;

- ability to develop an information systems proposal based on the organization’s information systems portfolio, strategic directions, and application requirements.
- ability to develop and manage corporate information system applications.
- ability to understand and explain current information technologies, business functional area applications, and industry trends.
- ability to evaluate and assess the impact of information systems applications on business functional areas.

## LEARNING OBJECTIVES

The primary learning objective of this course is to develop a conceptual framework and the analytic skills to understand the variety of management, technology, and funding issues related to constructing a viable business model. The specific learning objectives of this course are as follows:

- **Critical Thinking Skills:** Students will build their critical thinking skills through the managerial decision-making process in developing an information system application. Student will be able to demonstrate these skills through a system/application development proposal and corresponding problem solving approaches.
- **Interpersonal, Leadership, and Team Skills:** A students will develop his/her interpersonal and collaboration skills in an organization. Students will be able to demonstrate such skills through field interview, business process management, data acquisition, presentations.
- **Business Functions Skills:** Students will be able to understand and demonstrate that successful information system applications are based on the understanding of business functional areas as well as the interaction and integration among them.
- **Quantitative & Technical Skills:** Students will acquire the necessary quantitative and technical skills to analyze and interpret business decisions based on data and information. They will understand their effects on the business system they intend to build. Students will be able to demonstrate these skills through technology forecasting, risk analysis, technology valuation, and impact analysis.

## EVALUATION INSTRUMENT

Specific assignments will vary by instructor, but typical assignments include hands-on, projects, and presentations.

## INSTRUCTIONAL STRATEGIES:

The instruction should include field interviews, data collection, and hand-on exercises.

The instruction should cover function area applications, process management, data acquisition as well as data analysis.

## IV. Methods of Instruction

### A. INSTRUCTION MODE.

Traditional     Hybrid     Local Online     Distance Education

## B. CLASSROOM ACTIVITIES.

- i. Demonstration and computer lab
- ii. Presentations and discussions

## C. EXTENT AND NATURE OF TECHNOLOGY USE

Extensive usage of computers

## V. Information about Textbooks/Readings

Practical Enterprise Software Development Techniques: Tools and Techniques for Large Scale Solutions, Apress (1<sup>st</sup> edition), 2015, ISBN 978-1484206218.

Periodicals: CIO Magazine, Computerworld.

## VI. Instructional Policies Requirements

Instructor's syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on [Attendance \(PS 01-01\)](#), [Course Syllabi \(PS 04-05\)](#), and [Final Course Grades, Grading Procedures, and Final Assessments \(PS 12-03\)](#). If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of [Academic Technology and the Mode of Instruction \(PS 03-11\)](#).<sup>1</sup> Instructors should refer to the current [CSULB Catalog](#) and to the [Academic Senate website](#) for campus guidelines and policy statements as they develop their individual course policies.

All sections of the course will have a syllabus that includes the information required by the syllabi policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.

## VII. Course Assessment and Grading (Optional but highly recommended for core courses)

### A. Assessment Criteria

#### Homework

Students will complete individual homework profiling their competence in various subject matters.

#### Projects

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<sup>1</sup> The university policies listed are active as of 2015-2016 but may be subject to change in the future. For the most up-to-date policies, refer to the Academic Senate website's [Policy Statements](#).

Instructors are strongly encouraged to assign comprehensive course project that requires problem solving and uses software tools to conduct real-world data analysis.

Individual student will complete a real world project involving an organization.

### *B. Required Statement*

In compliance with university policy: Final grades will be based on at least three, and preferably four or more, demonstrations of competence. In no case will the grade on any class tests count for more than one-third of the course grade.

### *C. Attendance, Withdrawal, Late Assignments*

Students are expected to attend courses and turn in assignments on time. Specific attendance and late assignment policies are up to each individual instructor's discretion. The withdrawal policy is the same as that of the university.

## VIII. Disabilities

Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.

## IX. Assistive Technology

In compliance with Accessibility and Faculty Responsibility for the Selection of Instructional Materials (PS 08-11), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

## X. Bibliography (Optional)

## XI. Consistency of SCO Standards across Sections

## XII. Additional Resources for Development of Syllabi

- ♦ University policy [Course Syllabi and Standard Course Outlines \(PS 11-07\)](#)
- ♦ Academic Technology (ATS) [Accessible Syllabus Template](#)
- ♦ Faculty Center for Professional Development (FCPD) [Sample Syllabus Template](#)