



## **ACCT 547 – Enterprise Information Systems**

### **Course Syllabus**

**Fall Semester 2015**

**Section 14209**

**Class Sessions – M & W: 9:30 – 10:50 am (JKP 104)**

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**Office Hours:** M & W: 9 – 9:30 am / 4 – 5 pm; and by appointment

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### **Course Description**

This is an introduction to business process design, internal controls techniques and accounting systems. It is the only course many of you will take with a focus on the processes and technology used by most organizations today to record, store, analyze and report financial information to internal and external stakeholders.

As you know, or will soon find out, modern organizations rely heavily on information technology to maintain their accounting and financial records. This reliance manifests itself in large scale / enterprise level system implementations of software applications from vendors like SAP, Oracle, Sage, Infor, Microsoft, Workday, Workforce Software, Cornerstone OnDemand, and NetSuite. These systems can cost millions of dollars and require sizable time commitments from employees and consultants to make them work. More importantly for our purposes, these systems are used to capture accounting data and produce financial reports that are required for regulatory compliance. Therefore, an understanding of these systems, and their associated business processes, is paramount to anyone whose career touches on financial statement production (e.g., controller) or evaluation (e.g., auditor), or to those who are ultimately responsible for the information contained within (e.g., CEO / CFO). After all, who would want to go to jail because their system didn't work correctly, especially if they didn't even know about it? ☺

To this end, during this course you will learn to describe, understand and analyze common business processes that make up the revenue and expenditure cycles commonly associated with modern organizations. In addition, you will learn to describe, understand and evaluate basic internal controls executed by an organization's management to ensure the safeguarding of assets, appropriateness of reporting, and that proper compliance has been achieved. Lastly, you will learn to describe, understand and analyze the technology and systems that support the collection, storage and reporting of financial information to management at a variety of organizational levels. Although these skills will be important throughout your career, you will find them especially useful during your first few years as an auditor, analyst or consultant.

Please note, this course will be very 'hands-on' with the use of techniques and applications widely used today in auditing and advisory services. To document business process functions, you will use Microsoft Visio. To better understand accounting data and how it is structured we will use Microsoft Access. To gain experience with a detailed view of how an actual accounting process functions, we will leverage a manual accounting system (SUA). It will take some work, but in the end you will be far better prepared to start your career than your colleagues from other backgrounds.

## **Learning Objectives**

Upon completion of this course, you should be able to contribute meaningfully to an accounting, auditing or advisory team in the following ways:

- You will be able to describe and understand an organization's order-to-cash (i.e., revenue) and procure-to-pay (i.e., expense) cycles by leveraging standard modeling tools (i.e., Visio) and documentation techniques (i.e., data flow diagrams).
- You will be able to analyze revenue and expense cycles (i.e., business processes) for reliability, completeness, and efficiency by critically evaluating the information in problems and cases.
- You will be able to identify, analyze and understand the risks associated with business processes and be able to describe a set of controls to mitigate those risks by critically evaluating the information in problems and cases.
- You will be able to describe and understand the structure of accounting data within enterprise accounting systems by developing conceptual data models for revenue and expense related transactions (i.e., data models)
- You will be able to understand and analyze the physical data structure and application process flows of enterprise accounting systems by developing a transaction based system prototype in Access.
- You will demonstrate the ability to work cooperatively and productively in groups of no more than six by completing a number of team assignments and evaluating your peers' performance over the course of the semester.
- You will understand and analyze system documentation by reviewing the documentation of another group and producing written audit observations / review notes.

To achieve these learning objectives, a combination of background reading and research, interactive discussion / lecture and your work on class deliverables will be utilized. Please note, the most important word in the sentence above is "interactive" as research on learning indicates it is very difficult to gain anything more than a superficial understanding of material without practice and feedback. Therefore, you should expect our class sessions to incorporate a substantial amount of both.

To demonstrate your achievement of the learning objectives stated above: 1) you will be required to demonstrate your knowledge by individually working problems when working in-class cases; and 2) you will be required to participate in completing group assignments throughout the semester.

## **Required Materials**

The following book and software are available in the bookstore; the book is listed as one of the required materials for ACCT 371, while the software is generally available. Feel free to purchase the book online as this can result in substantial cost savings. Also, Microsoft Office (without Visio) can be obtained by students through the ITS website at <https://itservices.usc.edu/officestudents/>.

- Arens, A.A. and Ward, D.D., (2012). *Systems Understanding Aid, 8th Edition* Okemos, MI: Armond Dalton Publishers, Inc. (978-0-912503-38-7)  
(Note: Only one copy per team is needed)
- Microsoft Corporation's *Office Professional and Visio* (Other tools can be substituted as long as the instructor grants prior approval.)

## **Prerequisites and Recommended Preparation**

First, although there are no formal prerequisites for this course, regularly reading a general business periodical or newspaper will aid in your business education. To this end, the Wall Street Journal can be purchased at a discounted student rate at [www.wsjstudent.com](http://www.wsjstudent.com). In addition, regularly reading a variety of technology periodicals will aid in your accounting systems education.

Second, as a group with some accounting background (e.g., a summer of intensive accounting education) and / or work experience (e.g., internships or jobs), my expectation is you will incorporate any knowledge you acquired prior to this class in any answer you provide during class sessions and in competition of your course projects.

Last, and most important, this is not a traditional 'read', 'lecture', 'practice problems' and 'test' class as this is not the way accomplished people in our line of business conduct their work. The accounting profession is too dynamic and requires too much resourcefulness for that learning method to result in the skills required for long-term career success. During client engagements or as a business executive, you will be continuously learning just to keep up. If you stick with accounting, advisory or executive management as a career base, you will be paid for your ability to: 1) gather information; 2) analyze situations; 3) develop a variety of potential solutions; 4) come up with a great answer; and 5) make it work! ☺

### **Course Notes**

Distributed materials and other class information will be available through your Blackboard account.

### **Grading Policies**

Your grade in this class will be determined by your relative performance on a pair of exams, a project acceptance presentation, project design documentation, a peer project evaluation, and class participation. The total class score will be weighted as follows:

	Points	Weight	
In-Class Cases	200	40%	(Individual)
Project Presentation	10	10%	(Group)
Project Documentation	10	20%	(Group)
Peer Project Audit	10	20%	(Individual / Group)
Participation	10	10%	(Individual)

After each student's weighted total points are determined for the semester, letter grades will be assigned on a curve according to Marshall School of Business grading guidelines.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a 3.3 (i.e., B+). Three items are considered when assigning final grades:

1. Your score for each of the items above weighted by the appropriate factor and summed.
2. Your overall percentage score for the course.
3. Your ranking among all students in the course(s) taught by your instructor during the current semester.

The grade of "W" is allowed only if a student withdraws after the third week but before the end of the twelfth week of the semester. The grade of incomplete (IN) can be assigned only if there is work not completed because of a documented illness or unforeseen emergency occurring after the 12th week of the semester that prevents the student from completing the semester. An "emergency" is defined as a serious documented illness, or an unforeseen situation that is beyond the student's control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. All work required to replace the IN with a final grade must be completed within one calendar year from the date the IN was assigned. If the student does not complete the work within the year, the IN will automatically be converted to a grade of F.

### **Assignments and Grading Detail**

Expectations regarding your performance on exams, acceptance presentations, design documentation and participation are as follows:

#### **In-Class Cases**

There will be two in-class cases. No makeups will be given and each must be taken at the scheduled time. For the cases, you will be responsible for the research questions, lectures, class discussions and your project progress at the point of the exam. After each case is returned there is a one-week reflection period after which you will have one week to discuss your grade. Please be aware this discussion may result in an increase, decrease or no change to your score. After this time, grades on cases become final.

The in-class case dates for this fall are as follows:

Case I	Monday	October 19 <sup>th</sup>
Case II	Monday	November 23 <sup>rd</sup>

### **Project Deliverables, Presentation and Documentation**

There will be one semester long design documentation project and several deliverables. These must be done in teams consisting of four to six members as smaller teams have difficulty getting the work done while larger teams have difficulty getting together. The semester project will be culminate in a project acceptance presentation and a project binder that contains hard copies of the complete project design documentation (i.e., all of your team's deliverables created over the course of the semester). Although the deliverables are not individually graded, they are designed to provide you with an opportunity to complete parts of your final project while becoming familiar with a particular technology or technique.

You may select your own groups. However, people who are not in a group by the end of the sixth class will be assigned a group. Like any employment situation, these groups should not be considered permanent. If the group finds that it cannot continue to be productive, the group may "fire" anyone not performing by providing one-week notice to the person and copying me on the personnel action. People who are fired will not be able to change groups, but instead will be required to complete all remaining course work on their own. All group work completed up to the time of termination will be shared as of the date of separation.

### **Peer Project Audit**

Your team will be expected to prepare a formal evaluation of another group's project at the end of the semester. This evaluation is a project review / audit that should provide actionable suggestions, or review notes, to the group whose project is being reviewed. "Individual" points are earned as the team's score is 'factored' by your team members' assessment of your contribution. The information is obtained from peer evaluation forms that must be turned in to me by close of business on the day the final exam is scheduled. The outcome is your score can be significantly different from the team score depending upon your team's evaluation of your contributions throughout the semester.

Please note:

1. All deliverables will be assessed / graded based on professional standards. This includes grammar, spelling, organization, neatness, and presentation. Under all circumstances your goal is to treat everything you do in this class as client oriented. This means that all deliverables should be prepared in a manner that would facilitate client review and acceptance (not just as a class assignment for your professor). You are approximately a year from doing this professionally, so you may as well get used to producing professional results. ☺
2. Deliverables are due at the end of the class period indicated in the attached schedule; no late deliverables will be accepted. All deliverables will be returned during class within a calendar week. Those materials not picked up in class will be available for pickup in the instructor's office, during normal office hours, until the end of the semester. Any materials not picked up by the end of the semester will be discarded after the last class session of the semester.
3. The instructor will retain all exams, final design documentation and peer evaluations for at least one semester following submission of the final course grade.
4. All work turned in or discussed during this class should be the work of the individual or team representing the work. In general, collaboration with students outside your team will be considered a violation of the honor code unless the instructor gives prior approval. On the other hand, consultation with appropriate professionals outside the university is encouraged.

### **Participation**

In our profession, it is impossible to describe the importance of clear communication. On the other hand, signs of poor communication are easy to see: team members fail to speak up; team deliverables fail to meet expectations; project milestones fail to be achieved; client sponsors fail to pay bills and provide references to other clients; careers fail to continue... note the common theme. In short, active participation from each team member is essential. It is not enough to "make" every meeting and "help" with each deliverable. It is necessary for you to make things happen and for each group member to positively impact the overall result.

To help to facilitate participation, the first 10 to 15 minutes of each class will be set aside to discuss business strategies, enterprise technologies or general business processes. These discussions can arise from current events or as off-shoots of topics discussed during the normal class flow. Students are expected to take the initiative and lead a number of these discussions throughout the semester. Note, these are not meant to be formal presentations but rather a matter of simply raising questions and being prepared to discuss any related issues as part of the overall class learning experience.

In terms of grading, class participation will basically fall into three categories (this is not to say there will be only three grades, but very few people will fall outside the following categories). Category one, people that come to every class session, sit attentively, take wonderful notes and absorb everything said... If this is you, then you will earn no participation points. Category two, people that come to class every day and contribute something every couple of classes that helps us all (including me) become more knowledgeable about our field of interest and / or career... If this is you, then you will earn half the total participation points. Category three, people that come to class every day and contribute positively during every session... If this is you, then you will earn the maximum participation score. Note, it does not say “talks” anywhere in this paragraph, it says “contribute.”

In order for you get feedback on your participation during the semester; please feel free to ask me how you are doing at any time. Just so you know, when you ask, my response will be to ask you how you think you are doing (accurate self-evaluation is extremely important to your long-term success). After you answer honestly, we can talk about my impressions and what you can do to improve your standing.

### **Overall Comment**

Keep in mind this is a graduate level class. At a minimum, I expect you to bring the skills you have acquired, in both your accounting and other academic / work experience, with you. In this class we are going to use those skills to understand how accounting processes work in the business / industry you are working on.

Remember that accounting process controls and financial system design is more an art, requiring thoughtfulness and creativity, than it is a science with a specific set of rules to follow. You will not be told exactly what to do, as there is no such thing as a right answer (however there can be many bad ones - ☺). But, with your solid input we can work through some interesting problems and create good solutions to real business problems. All in all, the main responsibility for the quantity and quality of your knowledge upon leaving this program rests squarely on your shoulders.

### **Key Consideration**

Your motto for this class should be something like... “Hard work may indeed be a virtue, but excellent results get rewarded.” In other words, we all know that there will be time and effort necessary to complete this class, but in the end it is the quality of the final output that will earn you your grade. Manage your time accordingly and never forget to produce high quality results.

**Learning Goals**

In this class, emphasis will be placed on the USC Leventhal School of Accounting graduate learning objectives as follows:

Objective	Title	Description	Course Emphasis
1	Technical, Conceptual, Problem-Solving Requirement	Students will be competent in and be able to apply discipline-specific knowledge and skills in the fields of enterprise systems. This learning outcome includes the development of critical thinking and problem solving skills, as well as an understanding of the strategic role of enterprise systems in business organizations and society.	High
2	Professional Development Requirement	Students will be able to communicate clearly, and strategically, after considering the relevant audience, situation, and purpose of the communication. Students will develop the ability to work productively with others to accomplish established goals.	Medium
3	Research / Lifelong Learning	Students will be able to use relevant research databases and academic / professional literature to gain new knowledge and analyze business situations.	High
4	Ethical Principles and Professional Standards	Students will be able to apply ethical principles and professional standards in analyzing situations and making informed decisions.	Low
5	Globalization and Diversity	Students will be able to demonstrate an international perspective and appreciation for diversity and cultural differences, along with their significance in global business.	Low

**MARSHALL GUIDELINES****Add / Drop Process**

Students may drop via Web Registration at any time prior to Friday, November 13<sup>th</sup>. Please note that if you drop after September 11<sup>th</sup> your transcripts will show a W for the class. Students may add the class as space becomes available via Web Registration through Friday, September 11<sup>th</sup>.

Dates to Remember:

Last day to add classes or drop without a "W"	Friday – September 11 <sup>th</sup>
Last day to change enrollment from P/NP to Letter Grade	Friday – October 9 <sup>th</sup>
Last day to drop with "W"	Friday – November 13 <sup>th</sup>

**Retention of Graded Coursework**

Graded work that has not been returned to you will be retained for one year after the end of the semester. Any other materials not picked up by the end of the semester will be discarded after final grades have been submitted.

**Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. Upon request, all electronic devices in your possession (e.g., cell / smart phones, tablets, laptops, etc.) must be completely turned off and / or put face down on the desk in front of you. In addition, at certain times (i.e., during exams), you might also be asked to deposit your devices in a designated area in the classroom. Video recording of faculty lectures is not permitted due to copyright infringement regulations. Audio recording is only permitted if approved in advance by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

**Recordings**

No student may record any lecture, class discussion or meeting with the professor without the professor's prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The professor reserves all rights, including copyright, to lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and the professor.

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located at 3601 Watt Way (GFS 120) and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number and email address for DSP are (213) 740-0776 and [ability@usc.edu](mailto:ability@usc.edu) respectively. For more information visit <http://dsp.usc.edu/>.

**Statement on Academic Conduct and Support Systems**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

**Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, Behavior Violating University Standards (<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct/>).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (<http://equity.usc.edu/>) or to the Department of Public Safety (<http://capsnet.usc.edu/departments/departments-public-safety/online->

[forms/contact-us](#)). This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center webpage ([sarc@usc.edu](mailto:sarc@usc.edu)) describes reporting options and other resources.

### **Support Systems**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs (<http://dsp.usc.edu/>) provides certification for students with disabilities and helps arrange the relevant accommodations.

### **Emergency Preparedness / Course Continuity**

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu).

For additional information, you may use any of the following:

**USC Emergency – (213) 740-4321**  
**USC Emergency Information – (213) 740-9233**  
**USC Information – (213) 740-2311**  
**KUSC Radio – 91.5 FM**



**Schedule of Classes**

Session	Date	Topic	Research Question Preparation	Target Deliverable
1	8/24	Course Introduction		
2	8/26	Enterprise Software	What is an ERP?	ERP Overview
3	8/31	The Accounting Process	How does the accounting cycle work?	Data Flow Diagram – Context
4	9/2	Order-to-Cash Overview	What does a “normal” revenue cycle look like?	Data Flow Diagram – Revenue
5	9/9	Procure-to-Pay Overview	What does a “normal” expenditure cycle look like?	Data Flow Diagram – Expenditure
6	9/14	Industry Presentation	Tell us about an interesting technology impacting corporate controllers / CFOs in business today.	<b>Deliverable 1*</b>
7	9/16	Client Discovery Meetings	Tell me about your organization: its industry, current situation, and three key accounting issues it faces.	<b>Deliverable 2*</b>
8	9/21	Client Discovery Presentation	Tell the class what you told me last Wednesday.	<b>Deliverable 3*</b>
9	9/23	Accounting Operations Overview	How does an actual accounting process operate?	SUA / Business Process Map
10	9/28	Revenue Cycle Detailed Activities	How does a detailed revenue process work?	SUA – Revenue
11	9/30	Expenditure Cycle Detailed Activities	How does a detailed expenditure process work?	SUA – Expenditure
12	10/5	Revenue Cycle Design & Control Enhancements	What should the order-to-cash process look like for your industry?	Business Process Map – Revenue <b>Deliverable 4*</b>
13	10/7	Expenditure Cycle Design & Control Enhancements	What should the procure-to-pay process look like for your industry?	Business Process Map – Expenditure
14	10/12	Requirements Meetings	Tell me about your project: what you’re doing; why you’re doing it; and the benefits you’re expecting.	<b>Deliverable 5*</b>
15	10/14	Requirements Presentation	Tell the class what you told me on Monday.	<b>Deliverable 6*</b>
<b>16</b>	<b>10/19</b>	<b>In-Class Case I</b>		
17	10/21	Data Management	How do you manage corporate data?	Data Management Policies / Procedures
18	10/26	Business Case Review	What should you have done?	Updated Documentation
19	10/28	Introduction to Data Modeling	What key data items do businesses need to track?	Data Model
20	11/2	Enterprise Data Modeling	How detailed data items do businesses need to track?	Data Dictionary – Access
21	11/4	Database Controls	How do we ensure data quality and information integrity?	Database Attributes – Access <b>Deliverable 7*</b>
22	11/9	Management Reporting & Monitoring	What will management need to make sure our systems are in compliance?	Reporting – Excel
23	11/11	Design Meetings	Show me your design details, including: database models, example setups, control examples, etc.	<b>Deliverable 8*</b>
24	11/16	System Change Controls	What is the SDLC and how does it help ensure management control is appropriate?	Application Management Policies / Procedures
25	11/18	Systems Assurance & IT Auditing	How do we monitor system controls and document audit findings?	Risk / Control Matrix
<b>26</b>	<b>11/23</b>	<b>In-Class Case II</b>		<b>Deliverable 9*</b>
27	11/30	Deliverable Presentation*		
28	12/2	Deliverable Presentation*		Design Documentation*
<b>Final</b>	<b>12/14</b>			<b>Project Audit Findings*</b>

SUA – Systems Understanding Aid

\* Description on following pages

## **Deliverables**

Component deliverables are:

1. Industry Technology Presentation – Performed on a group basis (no more than three to a group) with the overall objective of providing an informal five-minute review of an enterprise technology that positively impacts accounting professionals (e.g., CFO, VP Accounting, Controller...). During the conversation, the technology should be applied, at least in theory, to one of the following industries: product or service distribution, financial services, healthcare, or public sector. The idea is to pick the industry you are interested in and learn something about a technology used to support accounting professionals in that industry. The best presentations will be given first choice of industry for the semester projects.
2. Project Identification – No more than a two-page summary of your target client and some of the key accounting issues it faces. The target should be a U.S. based public company (or other company with equally available financial and operational information). Included in the write-up should be identification of your company, its industry standing and the key high-level issues / opportunities / directives the company is facing from an accounting standpoint. Additional documentation you consider appropriate can be submitted at this time in the form of appendices.
3. Client Discovery Presentation – No more than ten minutes and should address the key focus of your proposed project. The presentation should discuss (at a minimum): 1) the accounting functions you are working on (documented as DFDs); 2) why these areas are important; 3) how competitors satisfy the same requirements; and 4) potential organizational ramifications resulting from the project / changes you are recommending. (In all presentations, you should behave as if presenting the material to the organization's executive body.)
4. SUA Transaction Set – Selected deliverables from the System Understanding Aid based on the sales / cash receipts and purchases / cash disbursements transactions (you may ignore all payroll transactions). The deliverables should include: a copy of the general journal; a copy of the sales, purchases and cash journals (i.e., subledgers); and the accounts receivable, accounts payable and fixed asset trial balances.
5. Business Process Maps – Business process maps (developed in Visio) detailing the order-to-cash and procure-to-pay cycles you are recommending for your client (two diagrams). In addition to the end-to-end business processes, you should also identify and process risks and the internal controls you are suggesting as part of your business process design.
6. Requirements Presentation – No more than ten minutes long and should detail the revenue and expenditure business processes you are recommending to your client. The presentation should focus on the data flow diagrams and associated business process maps that describe the future state process you are feel would best suit the client's specific requirements.
7. Data Model – A data model you have developed to support the business processes identified within your data flows and process maps. Identified within the model should be the tables and relationships necessary to support the transactions your client typically deals with.
8. Data Dictionary – Detailed data elements and appropriate attributes should be identified for the table structures as defined in your data model (executed in Access). Example attributes include: field name, field description, field type, field length, key field, required, source, and any validation rules you feel are appropriate.
9. System Change Control Policies and Procedures – Five policies / procedure you recommend are implemented in order to for your client to exercise proper management controls over any system updates / modifications / extensions after the system is placed into production.

Project deliverables are:

Deliverable Presentation – A twenty minute presentation that highlights the important and unique deliverables that resulted from your project. Of particular interest are: the new business processes you have designed; the key process controls you will be implementing as part of your design; the flexibility of the data structures you have designed to support management both now and in the future; and the overall system controls you are recommending to maintain system compliance moving forward.

Design Documentation – All client ready documentation for the deliverables above. You will receive extensive feedback on your work throughout the semester. This feedback should be considered and your deliverables modified for inclusion in the final design documentation binder. In addition to the above, you will provide an executive summary and supplementary narratives that both explain the choices you made throughout the project and describe the anticipated benefits to the organization. In short, the final documentation should explain not only what you did, but why you did it and how will it help. The result should be a comprehensive set of analysis and design documentation that demonstrates competent use of the techniques you practiced throughout the semester.

Project Audit Findings – A thorough review and evaluation of another group's project resulting in a professional set of review notes and executive report / memo. Although this will be done as a group, you will be asked to rate your peers on their performance during the semester. These ratings will have a direct impact on the final grade of the students in your group.