Course Syllabus

Name of Institute:
Rangsit University

College/Faculty/Department:
College of Digital Innovation Technology

Section 1
Courses Background

1.1 Course Code and Name:
DIT 104 Business Processes for Information Systems

1.2 Number of Credits:
3 (3-0-6) Credits

1.3. Programme Used in the Course:
Bachelor of Science Programme in Digital Innovation Technology
B.S. (Digital Innovation Technology)

1.4 Semester:
2/2024: For first-year students

1.5 Pre-requisite Courses:
-

1.6 Co-requisites Courses:
-

1.7 Study Place:
Room 8N-105, Khunying Phattana Building (Building 8)

1.8 Last Update of the Course Syllabus:
December 28th, 2024

Section 2
Course Objectives

2.1 Course Objectives:

1. To comprehend the principles and basic concepts of the organisation, processes, data/information, and information systems, such as modern business environments, functional organisational structures, the importance of information systems, and business processes.
2. To develop an understanding and explain the company system, such as the concept of the company system. Data types in the company, basic concepts of the procurement process, and the company's roles in the process.
3. To provide principles and conceptual framework of the Order Fulfilment Process in the business processes.
4. To describe production processes, such as primary data/information, physical and logical data flow, and the production processes' related documents.
5. To provide principles of integrated processes: Inventory, material warehouse, intracompany, and intercompany processes.
6. To provide principles and concepts of business modelling.

2.2 Course Development and Improvement Objectives:

This Course was developed based on the same Course taught in Thai. This is the second time to lecture in English for overseas students.

Section 3
Course Composition

3.1 Course Description:

Introduction to business, business organisations and processes, business organisation structures, importance of information systems in business processes, enterprise systems (ES), procurement process, production process, fulfilment process, integrated processes, roles of enterprise systems (ES) in business processes, related data and its flow

3.2 Hours Used per Semester:

Lecture:	Supplementary Instruction:	Practical Training:	Self-education:
45 hours	According to the needs of individual learners and groups.	-	90 hours

3.3 The number of hours per week the instructor provides academic advice and guidance to individual students/learners. Specify the date and time when the instructor will provide educational counselling and guidance to students/learners outside the classroom.

Depending on the urgent academic issues, the learner needs advice three hours per week or more. However, students can request advisory on the lessons via email at vasin@rsu.ac.th 24 hours a day.

Section 4
Student Learning Development

Developing learning outcomes in each expectation outcome standard group based on the framework specified in the curriculum. Each of the groups is as follows:

4.1 Moral and Ethical

(1) Morals and ethics that need developing:

[•] (1) Recognising values, virtues, ethics, sacrifice, and integrity.

[•] (2) Discipline, punctuality and responsibility for oneself, profession and society, such as being late for class for more than half an hour, are considered delinquent. Not wearing a uniform according to the university regulations (as mentioned in the next section) will be deducted .5 points. Late after half-time is considered absentee. Late assignment submission removes 15% of the total score.

[•] (5) Respect the rules and regulations of the organisation and society, including a) Rangsit University Regulations on Undergraduate Education B.E. 2550 (2007), b) Regulations on the dress code of Rangsit University students. It was a resolution of the meeting of the Student Club Committee and Rangsit University Executive Committee B.E. 2529, and c) Regulations prescribed by the instructor.

(2) Teaching methods to improve learning:

Every time the instructor holds the class, the instructor interpolates ideas on the following points to instil discipline, curiosity, honesty, responsibility, and punctuality in the learners.

(a) Correct understanding: Understanding the business processes, causes of the methods, related issues, and solutions.

(b) Correct ambition: Generating ideas and creating solutions to problems in business processes according to the approved laws of reason.

(c) Correct speech: Speech does not offend oneself or others.

(d) Right actions: Actions that do not harm oneself or others, such as not copying a friend's work, delivering assignments on time, and attending classes on time.

(e) Right Livelihood: The concept of an honest occupation. Unapplying knowledge to cheat anyone or exploit others. Not harm to oneself or others.

(f) Perseverance is correct: The idea of persevering to progress. Do not go backwards—using sufficiency economy principles to build a clean business.

(g) Correct remembrance: Remembering what encourages wisdom in solving problems in business processes and related information systems.

(h) Commitment: Concentration on business operations, having time to practice Dhamma.

The instructor assigns students to read case studies of domestic and foreign companies and analyse business news from newspapers to distinguish issues of moral business operations, including green business.

(3) Evaluation Methods:

Evaluate the development and behaviour of learners in the classroom secretly. (Unobtrusive method) according to the eight variables (a-h) mentioned above.

4.2 Knowledge

(1) Knowledge to gain:

[•] (1) Knowledge and understanding of essential principles and theories in the study subject matter.

[•] (2) Capabilities in analysing problems, understanding and explaining computer needs, and applying appropriate knowledge, skills, and tools to solve problems.

[•] (7) Experience in developing and practical software applications.

[•] (8) Integration of knowledge in the field of study with knowledge in other related sciences.

(2) Teaching Methods:

- Lecture in class.
- Practice analysing business environments and business processes and writing reports.
- Do exercises.
- In-class quiz in some chapters.
- Practice in business modelling of information systems.
- Require students to read the news, journal articles, and any papers to pursue academic changes, for example, connecting business model innovations with large enterprise applications (ERP, CRM, SCM) and business processes in social media systems.

(3) Evaluation Methods:

- Students must pass the assessment criteria for exercise scores, quizzes and analytical reports of 60% or more.
- Measure academic achievement based on midterm and final exam scores based on criteria.

4.3 Cognitive Skills

(1) Cognitive skills to develop:

[•] (1) Think critically and systematically.

[•] (4) Ability to appropriately apply knowledge and skills to computer problem solving.

(2) Teaching Methods:

- Lecture in class.
- Determine the issues for students to research and gather relevant information beforehand. It will lead to a group discussion of issues in class.
- Analyse the business environment.
- Criticise case studies of companies both domestically and internationally.
- Develop business solutions using scientific methods.
- Analyse and create dataflow diagrams across company functions.

(3) Evaluation Methods:

- Consider the results of the analysis of the learners' business environment.

- Consider students' critical thinking outcomes on business issues.
- Consider the business solutions presented by the learners.
- Consider the diagram presented by the learners showing the flow of data of different divisions in the company.

4.4 Interpersonal skills and responsibilities

(1) Interpersonal skills and responsibilities to develop:

[•] (1) Ability to communicate effectively with diverse groups of people.

[•] (6) Responsibility for continuous development of both personal and professional learning.

(2) Teaching Methods:

- Require students to complete exercises and reports, and set a date for students to submit and present their work in front of the class, both individually and in groups.
- Set up business issues for students to practice argument and reasoning in peer groups and with the instructor.

(3) Evaluation Methods:

- Deduct the points if the student submits late assignments.
- Evaluate the learner's argumentative behaviour.
- Evaluate interpersonal relationships among students in their class.
- Consider on-time assignment submission.
- Consider class Attention on time.
- Consider interaction with classmates and instructors.

4.5 Numerical Analysis Skills Communication & Information Technology

(1) Numerical analysis skills communication Communication and information technology to develop:

[•] (2) Ability to suggest problem-solving issues using mathematical information or creatively applied statistics to related problems.

(2) Teaching Methods:

-Students must research numerical data from relevant websites such as the National Statistical Office, The National Economic and Social Development Agency, and the Department of Export Promotion. The figures, such as export and import statistics, economic growth, and demographics, are then analysed to illustrate the business environment.

-Use PowerPoint and other mixed media to make presentations compelling and engaging to the audience.

(3) Evaluation Methods:

- Based on the presentation of data analysis results and the report booklet.

Section 5
Lesson Plan and Evaluation

5.1 Lesson Plan

Week	Lecture Topics	Amount (Hours)	Teaching activities and materials used
1	**Chapter** 1 **Introduction to Business** ▪ Business Concepts, Business Processes, Business Data/Information, Corporate Governance ▪ Business Environment	3	-Lecture according to a specific content layout by using PowerPoint Presentation. -Review students' knowledge of business issues for introduction to the lesson (take 30 minutes in this section).
2, 3	**Chapter 2** **Strategic Management** ▪ Introduction ▪ Strategic analysis ▪ Strategic Planning	6	-Lecture according to a specific content layout by using PowerPoint Presentation.
4	**Chapter 3** **Business Organisation Structures** ▪ Organisation and Its Structure ▪ Organisation Types	3	- Lecture according to a specific content layout by using PowerPoint Presentation. - Provide a relevant case study to study practising analysis and creative criticism.
5, 6	**Chapter 4** **Procurement Process** ▪ Fundamentals of Procurement Processes ▪ Data Types and Data Flow in Procurement Processes	6	-Take a quiz to review Chapter 2 (take 30 minutes). - Lecture according to a specific content layout by using PowerPoint Presentation. - Provide a relevant case study to study practising analysis and creative criticism.

Week	Lecture Topics	Amount (Hours)	Teaching activities and materials used
7, 9	**Chapter 5** **Order Fulfillment Process** ▪ Fundamental of Order Fulfilment Process in Business Systems ▪ Data types and data flow in the Order Fulfillment Process	6	-Take a quiz to review Chapter 3 (take 30 minutes). - Lecture according to a specific content layout by using PowerPoint Presentation.
8	Study Break		
10, 11	**Chapter 6** **Production Process** ▪ Production Process Concept ▪ Roles of ES in the Production Process ▪ Data Types and Dataflow in Production Process	6	-Take a quiz to review Chapter 4 (30 minutes). - Lecture according to a specific content layout by using PowerPoint Presentation. -Assign one relevant article to read and have questions at the end of the article for students to practice discussing.
12	**Chapter 7** **Integrated Process** ▪ Introduction to Inventory and Its Control Systems ▪ Additional Intra-Company Process ▪ Extended Inter-Company Processes ▪ Data Flow in the Integrated Process	3	-Take a quiz to review Chapter 5 (30 minutes). - Lecture according to a specific content layout by using PowerPoint Presentation.
13, 14	**Chapter 8** **Dataflow Analysis in Business Processes** ▪ Symbols Used in Dataflow Analysis ▪ Dataflow Analysis in Procurement Process ▪ Dataflow Analysis In Production Process ▪ Dataflow Analysis in Order Fulfilment Process	6	- Lecture according to a specific content layout by using PowerPoint Presentation. -Assign one relevant article to read and have questions at the end of the article for students to practice discussing.
15, 16	**Chapter 9** **Enterprise Systems** ▪ Introduction ▪ ERP System	6	- Lecture according to a specific content layout by using PowerPoint Presentation.

Week	Lecture Topics	Amount (Hours)	Teaching activities and materials used
	▪ Review lessons		-Allow students to ask questions.
17	Examination		
	Total	45	

5.2 Learning Assessment Plan

Learning Outcomes	Assessment tasks (e.g. report writing, projects, quizzes, exam)	Assessment schedule (weeks)	Proportion of evaluation
3.2.2 [●] (1)(2)(7)(8); 3.2.3 [●] (1)(4)	Exam	17	70%
3.2.1 [●] (1)(2)(5)	Class attendance	Throughout the semester	2.5%
3.2.1 [●] (1)(2)(5); 3.2.2 [●] (1)(2)(7)(8); 3.2.3 [●] (1)(4); 3.2.4 [●] (1)(6); 3.2.5 [●] (2)	Participation, discussion, and feedback in class Exercises, Quizzes	1, 6, 7, 10, 12	27.5%

Section 6
Learning Resources

6.1 Textbooks and Main Documents

It consists of the primary texts. Two Titles and two photocopies. There are three titles as follows:

Textbook:

Jeston, J. (2022). *Business process management: Practical guidelines to successful implementations*, 5th ed. New York: Routledge.

Magal, S. R. & Word, J. (2011). *Integrated Business Processes with ERP Systems.* Hoboken, N.J.: John Wiley and Sons, Inc. ISBN: 978-0-470-47844-8.

Photocopies:

Harmon, P. (2014). *Business Process Change*. 3d ed. Waltham, MA: Elsevier Inc. [Chapter 1 Business Process Change]

[Chapter 2: Strategy, Value Chains, Business Initiatives, and Competitive Advantage]

6.2 Documents & Important Information

Caudle, S. L. (1994). *Reengineering for results: keys to success from government experience*. Washington: National Academy of Public Administration. http://www.dtic.dla.mil/c3i/bprcd/3002.htm).

Kelly, M. & Williams, C. (2016). *BUSN: Introduction to Business*. 8th ed. Boston, MA: Cengage Learning.

Simon, K. A. (1994). *Towards a theoretical framework for Business Process Reengineering*. http://www.informatik.gu.se/~kai/pub/thesis.pdf

6.3 Documents & Recommendations:

Belanger, F. & Van Slyke, C. & Crossler, R. E. (2022). Information systems for business: An experiential approach, 2d ed. Burlington, VT: Prospect Press.

Brocke, J. V. and Rosemann, M., eds. (2010). *International Handbooks on Information Systems.* Springer. ISBN: 9783642004162.

Singh, P. K. (2012). "Management of Business Processes Can Help an Organisation Achieve Competitive Advantage" *International Management Review* 2(8): 9–26.

Section 7
Assessment and Improvement of Course Operations

7.1 Course Effectiveness Assessment Strategies

-Interrogate students in class by the instructor and allow classmates to ask questions simultaneously.

-Ask students to explain what they have learned and provide examples.

7.2 Teaching Assessment Strategies

-Use exam/quiz strategies and consider the raw scores and grades learners achieve.

-Observe and grade group work behaviour and consider results from group projects.

7.3 Teaching Improvements

Review students' opinions, self-pedagogical assessment, problem summary, and obstacle solutions to summarise as preliminary information for improving the next course.

-Use assessment results to improve teaching.

-Providing a library of exercises, quizzes, and exams.

7.4 Verification of Student Achievement Standards in the Course

-The Academic Standards Steering Committee verifies learning assessment results to verify students' learning assessment results, scoring means, exam results, and grading.

7.5 Conducting Reviews and Planning to Improve Course Effectiveness

-Implement the students' feedback in item 7.1 to improve the Course for the next semester.

The assessment results from item 7.2 are grouped relative to the students' opinions to develop current content. Adjust teaching and assessment methods to match expected learning outcomes.

-Regularly update course content and teaching methods based on the above suggestions.