



Management Information Systems – IS3000-8wk (3 credit hours)

Paul R. Carter College of Business Administration

MISSION STATEMENT

University Mission Statement: *"Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals."*

College Mission Statement: *"To prepare Christian business professionals for lives of service."*

COURSE INFORMATION

Prerequisites / Co-requisites: IS2400 with a grade of "C" or Better.

Catalog Description: Examines the management and organizational issues related to the use of computer-based technology in today's organizations. An overview of information system types, their applications to solve business problems and influence on competitive strategy is presented. The course is presented from a business and management perspective.

Summer, 2020, Location: Online-8week

INSTRUCTOR INFORMATION

Dr. Jake Stewart
Associate Professor
Chair of Information Systems
Paul R. Carter College of Business Administration

INSTRUCTOR CONTACT INFORMATION

jstewart@harding.edu (Preferred)

915 E. Market Ave

Box 10774

Searcy, AR

Mabee Building 234

Office: 501-279-4368

COURSE COMMUNICATION

During this course, interactions between students and/or faculty should take place in Canvas, Harding's learning management system (frequently called an LMS). If you need to email me about the course, please use Canvas' email. My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I would recommend a phone call.

During this course, online office hours can also be arranged at your request. We can schedule a call or we can use technology like Google Hangout or Zoom. These tools are especially helpful when it comes to discussing class concepts and theories, as we can share screens, use white boards to draw equations, etc.

Grades on assignments and discussion questions will be returned to you with feedback by Wednesday the week after the assignment closes. I will also be participating in the discussions during the week to ask further questions and to highlight any points made that will continue the discussions further.

If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me outside of Canvas via my personal email at jstewart@harding.edu or phone. If the matter is urgent (e.g., a missed assignment, unable to meet an assignment deadline), a phone call would be best. If you send me an email, please include "IS-3000-8wk" in the subject line of your email message.

Bottom line, I am here for you. Please reach out to me if I can be of assistance or service to you.

Netiquette

"Do you see a man who speaks in haste? There is more hope for a fool than for him." – Prov. 29:20 (NIV)

"A word aptly spoken is like apples of gold in settings of silver." – Prov. 25:11 (NIV)

"Let your conversation be always full of grace, seasoned with salt, so that you may know how

to answer everyone.” – Col. 4:6 (NIV)

“A gentle answer turns away wrath, but a harsh word stirs up anger. The tongue of the wise commands knowledge, but the mouth of the fool gushes folly.” – Prov. 15: 1-2 (NIV)

“Be kind and compassionate to one another...” – Eph. 4:32 (NIV)

Let’s briefly talk about online decorum (referred to as (n)etiquette). As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. According to *The Quality Matters (QM) Higher Education Rubric: Fifth Edition (2014)*, learner behavior may be culturally influenced, thus it is important that detailed standards for communication are applied to the course. While the list is not all inclusive, the following [video](#) reinforces the importance of abiding by generally accepted rules of online netiquette. When it comes to our communication, let's remember the following: Harding University is a Christian University and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

ADDITIONAL COMMENTS FOR THIS COURSE

Since this course is being offered in an online format, all course assignments, exams, etc., will be conducted within Canvas. You will not be required to travel to campus in order to give a presentation or to take exams in the testing center.

This class may utilize both synchronous and asynchronous formats. For asynchronous assignments, you are not required to be online at the same time that I or your fellow students are online. If a particular assignment is synchronous, you will be required to be online at the same time that I or your fellow students are online. Please consult the assignments area of Canvas for synchronous/asynchronous information.

INTEGRATION OF FAITH AND LEARNING

The amount of information that organizations are now storing and analyzing is increasing at an exponential rate. It is imperative that IS professionals understand the appropriate and ethical manner in which to handle this data and the systems used in these processes. The knowledge gained from this course and how to appropriately make sound, ethical business decisions will be the foundation by which all analysis will be started.

REQUIRED MATERIALS



Essentials of MIS 13th Edition

Author: Laudon & Laudon

ISBN: 9780134803074 (E-Text) or 9780134873527(Loose Leaf)) or HU Direct in Canvas

Love is the Killer App: How to Win Business and Influence Friends, Sanders, Tim, Three Rivers Press, 2003.
ISBN: 978-1-40-004683-6

A basic calculator will be required. For this online class, a smartphone app should be sufficient. You may purchase the textbook from the [Harding University Bookstore](#), [Amazon](#), etc.

The course text was selected because it uses real world examples, consistently brings up ethical issues related to a particular topic, and flows in an appropriate manner.

SUPPLEMENTAL MATERIALS

There may be supplemental materials (e.g., journals, articles) that serve to provide additional coverage of lecture topics. Any such required supplemental materials will be provided in Canvas (or linked) and will be clearly noted in the appropriate Module.

REQUIRED TECHNOLOGY

Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device for online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Hardware/Operating Systems

- A personal computer running Microsoft Windows 8 / 10 / 11 or Apple Macintosh running OS X with the ability to run Microsoft Access.
- Camera/microphone/headphones (sometimes called peripherals)

Some Mac users may experience technical issues with certain publisher related course software. For this reason, a PC is recommended.

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java) please visit [Canvas](#).

For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store.

Because technology changes rapidly, the information contained within this requirement may change, and without advance notice.

ZOOM

Zoom is a tool that provides video conferencing and distance communication capabilities which we will use in this class.

[Zoom's Accessibility Policy](#)

[Zoom's Privacy Policy](#)

MINIMUM TECHNICAL SKILLS

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft)
- Installing software
- Competence with search engines (e.g., Google)

CANVAS

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

CANVAS, INTERNET or TECHNOLOGY OUTAGE

As an online learner, you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Instructor - If your instructor experiences a power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made, as appropriate.

Student - If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

TECHNICAL SUPPORT

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday - Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone: 501-279-5201

Email: elearning@harding.edu Website: www.harding.edu/elm

Again, please remember that your instructor should be your first point of contact.

UNIVERSITY ASSESSMENT

Harding University is wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools, the university accreditation agency. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated Mission of Harding University.

In addition to the university compliance with North Central Association, the College of Business Administration adheres to the standards of assessment set forth by the Association of Collegiate Business Schools and Programs (ACBSP), a business departmental accreditation agency. ACBSP focuses on teaching excellence in the classroom and high academic standards throughout the business programs. As such, the College of Business is dedicated to compilation and analysis of assessment data for the purpose of maximizing student learning in all of the business programs.

Assessment is becoming more important in all aspects of the operation of Harding University. The university provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership. There is a good probability that what you learn in this course will be assessed in broader measures of student achievement such as standardized exams and/or licensing exams. The ultimate goal of assessment is that Harding University will become a stronger institution of higher learning.

As a part of the assessment process, the following learning outcomes are present.

IS PROGRAM LEARNING OUTCOMES (PLO)

Students will:

1. *Evaluate* business processes and Identify opportunities for IT-enabled organizational improvements
2. *Design* and implement information systems solutions to business problems
3. Apply *critical thinking* to Analyze and Evaluate trade-offs in order make appropriate purchase/development decisions in regard to organizational information systems.
4. Demonstrate effective *leadership* in project teams.
5. Demonstrate effective *collaboration* and use of collaborative tools.

6. Demonstrate effective *written communication* such as research papers, position papers, system investment proposals, user manuals, strategic plans etc.
7. Demonstrate effective *verbal communication* in presenting succinct clear rationale for decisions, in both impromptu and prepared situations
8. Apply *advanced analytical thinking* to decompose organizational problems, projects, computer code etc into component parts.
9. Demonstrate *critical thinking*, present coherent reasons for adopting a position and debunk faulty reasoning regarding a proposal or assertion in relations to data based decisions.
10. Demonstrate *creativity* in project management and the development of solutions such as web page construction.
11. Evaluate *ethical decisions* in respect to sensitive corporate data. Construct solutions using *technical skills* within a chosen domain/specialization.

COURSE LEARNING OUTCOMES (CLO) and their relationship to PLO's

Students will:

- 1) Evaluate and apply systems thinking as a context to information systems. (PLO 1)
- 2) Apply information system concepts to solve business problems of operational efficiency and competitive advantage. (PLO 3)
- 3) Determine the importance of technological innovation (discussion of new technologies) in business. (PLO 3)
- 4) Evaluate the impact of Information Technology (IT) and Management Information Systems (MIS) on a variety of business areas. (PLO 8)
- 5) Evaluate security and privacy issues related to living in and doing business in today's environment. (PLO 7)
- 6) Evaluate the complexities and issues related to digital transmission, privacy, and security across international borders. (PLO 11)
- 7) Evaluate the importance of personal and corporate responsibility as it relates to Cyber activities. (ex. Crime, Security Breaches, etc) (PLO 11)

MODULE LEARNING OUTCOMES (MLO) and their relationships to

CLOs

Module 1:

Apply how Information Systems are a part of the Business World. (CLO1)

Evaluate how different collaborative technologies impact Business. (CLO3)

Module 2:

Evaluate a company based on Porter's 5 Forces. (CLO 2)

Evaluate how different collaborative technologies impact Business. (CLO 6)

Module 3:

Learn the various aspects of computer hardware and infrastructure (CLO3).
Justify the reasons for and against the use of different types of modern technologies (CLO5).
Evaluate different major DBMS that exist as they relate to one another. (CLO4)

Module 4:

Use Microsoft Access in order to create a SQL Query (CLO2).
Apply the basic structure of a SQL Query including SQL Joins (CLO2).

Module 5:

Analyze the issues related to Net Neutrality. (CLO7)

Identify the basic terminology related to Network Infrastructure. (CLO6)

Module 6:

Apply how Enterprise Systems are a part of the Business World. (CLO1)

Evaluate how E-commerce and Digital goods are impacting Business. (CLO3)

Module 7:

Review how projects are completed the various methods used in Project Management. (CLO4)

Evaluate a given data set in order to extract business intelligence and make decisions based on the information gathered. (CLO2)

Module 8:

Identify the major uses of Blockchain technologies. (CLO2)

Complete Final Exam. (CLO 1 to 7)

COURSE SCHEDULE

There are a number of places in Canvas to locate the course schedule, which contains all of the assignments and other activities for the course: the Course Summary, the Canvas Calendar, and the Weekly Task Lists. You can view the details of each assignment/activity by selecting them individually.

COURSE REQUIREMENTS

Weekly Quizzes: 30% of total Grade
There will be a quiz over each chapter of the textbook. The quiz will cover the major objectives from

each chapter and will consist of 10 multiple choice questions. You will have 10 minutes to complete the quiz.

Weekly Discussion Questions: 20% of total Grade

Most weeks there will be 2 discussion questions that are relevant to the topic of the current module. These questions will be related to chapter readings, current events relevant to the module, and online journal articles. Initial Responses to the discussions will be due on day 3 of each week by midnight. Once you have posted your initial response to the discussion questions, responses from other students will become available. You will be expected to meaningfully respond to at least 2 other student's responses per discussion question, as well as answer any questions posted to your initial response. These will be due by midnight of Day 7 for each week.

Group Assignments: 30% of total Grade

Most weeks there will be one or two group assignments. A significant part of your grade will be rating each members participation, so be sure to do your fair share of the work.

Love is the Killer App Paper: 5% of total Grade

You will be required to write a paper about the book covering what you learned from it and how you can apply it. Please note this is the ***one time you will use double space. All other work must be single space.***

Final Exam: 15% of total Grade

Final Exam on July 1 over the textbook, Love is the Killer App, presentations, and other material provided in the modules.

Details relating to each individual course requirement and how you will be assessed (e.g., Homework, Case Applications) can be found in Canvas. Please review the individual modules area for details relating to each course assessment.

GRADING POLICY

The student will be provided weekly feedback during the duration of the course. This may be in the form of narrative information and/or component grades, and will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided in Canvas' email. However, the intent of this feedback is to inform the student of how well expectations for these components have been met.

Component details may include, but are not limited to, the following: exams, mid-term, quizzes, case studies, current events, projects, research papers, presentations, and participation.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

Letter Grade Guideline

Letter Grade	Average Threshold
A (Excellent)	89.5%
B (Good)	79.5%

C (Average)	69.5%
D (Below Average)	59.5%
F (Failure)	<70%

From time to time, an individual may inquire about extra credit and other ways to pull their grade up. There will not be a formal extra credit project, assignment, etc. Once the final grade has been calculated, the course is over and no further work will be accepted for grading. Therefore, any requests to complete special assignments or projects in an effort to change one's posted grade cannot be honored. Additionally, a curve will not be applied to individual assignments (i.e., 10 points will not be added to everyone's score if the high score is 90 points earned out of 100 points possible).

Attendance/Participation

The very nature and depth of graduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class and the student. True exchange of graduate-level academic ideas and thoughts can only be achieved with everyone actively participating. The value received from this course will be commensurate with the effort and thought you put into it.

Attendance and participation are not the same thing. A student will be automatically withdrawn and will not be eligible to earn a grade if they miss a single week of attendance. For attendance purposes, a student must log into the course and demonstrate their presence by creating a documentable entry (e.g., a reply to a student, submitting an assignment). Meeting the attendance requirement does not ensure a good participation grade.

As an online student, participation is required and is an essential part of this course. Participation means that you are not only logging into the course, but are actively engaged, too. For this course, participation will take on many forms, including teamwork, the SAP, case analysis, strategy and faith, and assignments.

As the student, you are expected to be prepared for class (e.g., read material, analyzed spreadsheets) and to be an active contributor in the learning process.

Name / Team #

All files loaded to Canvas must contain the student name for individual assignments and the Team # for group assignments.

Deadlines/Late Policy

Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which points will be taken off for being late. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of

online learning. Assignments turned in after the deadline will be charged a 25% per day late penalty. Therefore, no assignment may be turned in after four days have passed from the original deadline. As graduate business students, you are held to a high standard. While this policy may seem harsh, what would happen if you missed a deadline at work (yet alone by four days)? No assignment will be accepted after the ending date of the class has passed.

There are exceptions to the rule above. If there is a problem and you are unable to meet a deadline, the onus is on you, the student, to communicate with the instructor in a timely fashion. If you are ill and cannot meet a deadline, you are responsible for contacting the professor before the deadline, not after it passes. After all, if you were too ill to go to work, you wouldn't call-in the day after you failed to show up to work. If you will be traveling for work, have an illness, family problems, a vacation scheduled, etc., please contact your instructor in advance. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

Writing Style/Referencing

As the accepted writing style of business, psychology, education, and social science programs across the globe (American Psychological Association, 2014), the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for all students.

Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards, especially at the graduate level. It is also important that you show how these references assisted your academic work. So, make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

Turnitin

During this course, the originality of various assignments submitted by students will be checked via [Turnitin](#), an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignments settings used by the instructor when preparing assignments in Canvas.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- I affirm to uphold Harding University's [Code of Academic Integrity](#).

RESERVATION STATEMENT

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

INSTITUTIONAL POLICIES

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of [academic conduct](#) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the on-line world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain

discussions that evoke strong reaction. This may include such things as:

- Stereotypes of any nature, whether it be profession or class of people
- Politics

7. *Lurking*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an on-line class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

8. *Drifting*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the on-line environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Accommodations/Students with Disabilities

It is the policy for Harding University to accommodate [students with disabilities](#), pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must **self-identify** with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 in the Student Center at the Searcy Campus.

Online and students will not have direct access to the Disability Services located on the Harding University Searcy Campus. The student must self-identify to the instructor of the course and submit documentation by fax or mail to Disability Services on Harding's main campus. The necessary forms are available online at [Disability Services](#). Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a teleconference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M. Ed., Disabilities Director, at 501-279-4019 or tmcleod@harding.edu.

[Canvas Accessibility Policy](#)

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic

progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy.

Time Management Expectations/Credit Hour Calculator Statement

All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours.

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Additional Academic Policies

For additional academic policies like course load, changes in registration, incomplete, withdrawal, types of course offerings, please see the following [Academic Information](#).

INSTITUTIONAL ACADEMIC SUPPORT SERVICES

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

[Library](#)

[Testing](#)

[Tutoring](#)

[Writing Lab](#)

INSTITUTIONAL STUDENT SUPPORT SERVICES

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

[Advising](#)

[Registration](#)

[Financial Aid](#)

[Student Life](#)

[Counseling](#)

[Career Services](#)

References

- American Psychological Association*. (2014). Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>
- byuicurdev. (2012, June 12). *Discussion board netiquette* [Video file]. Retrieved from <https://www.youtube.com/watch?v=DwdqQjCfWSc>
- Quality Matters (QM) Higher Education Rubrics. (2014). (5th Ed). *Quality Matters*. MarylandOnline, Inc (this document is only available to subscribers of Quality Matters)