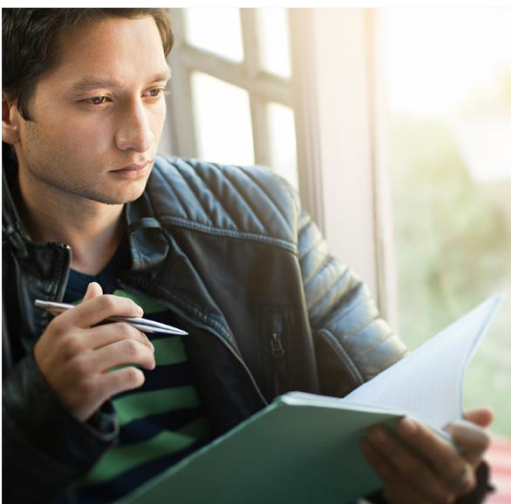
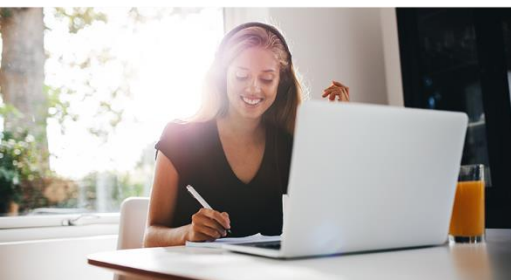
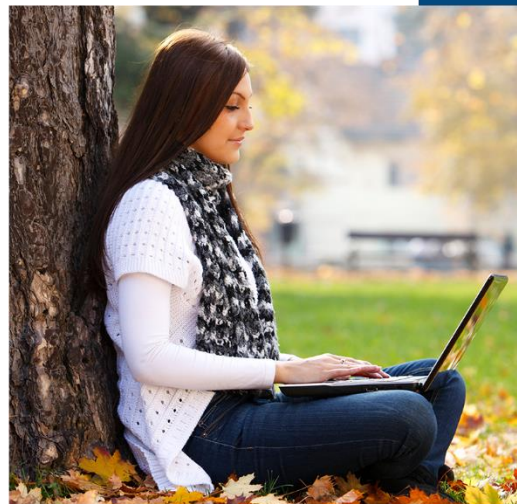
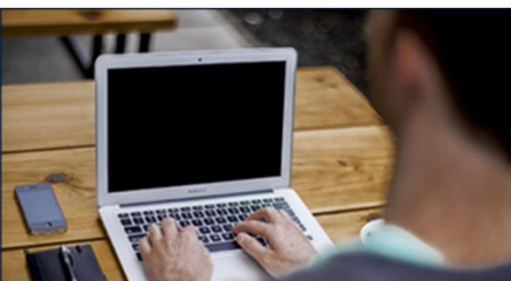
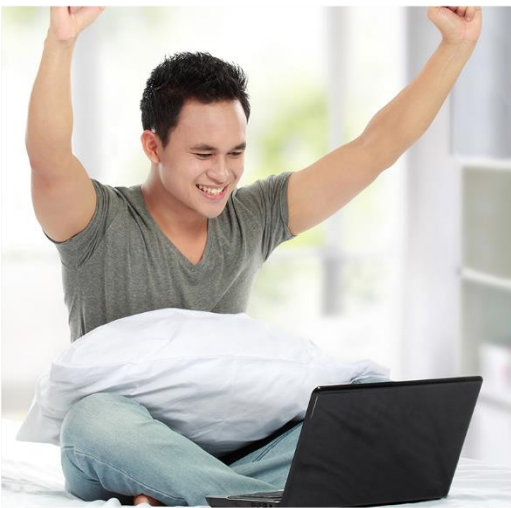




Andrews University  
Global Campus

# SYLLABUS



**INFS 130 Management of  
Information Systems  
Summer 2025**

# INFS 130 Management of Information Systems

## Global Campus

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in Learning Hub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to the course in Learning Hub for the teacher's contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail messages to you within 2 *business days* during the week and may not be available to respond on weekends.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:onlineexams@andrews.edu">onlineexams@andrews.edu</a>	Call: (269) 471-6566
Distance Student Services - any other questions	<a href="mailto:onlinestudents@andrews.edu">onlinestudents@andrews.edu</a>	Text: (269) 397-4477

## Part 1: Course Information

### Course Description

In this course, students will be introduced to the business and enterprise technology ecosystems and organizational information systems through lectures and in-classroom activities. The lab will introduce students to a variety of enterprise tools like applied analytical applications, collaborative technology, and data visualization systems.

### **The Lecture - Unleash the powerful potential of Information Systems to get ahead of the competition.**

This course provides an overview of information systems management, including information systems planning, development, implementation, and control. Topics covered include information technology (IT) strategy, enterprise architecture, data management, security, ethical and legal issues, privacy, and emerging technologies.

### **The Labs - Data Management and Visualization Lab**

The labs provide students with an in-depth understanding and practical experience in using Excel, Microsoft Access, and Tableau for data management and visualization. The lab will cover advanced topics in database design, spreadsheet management, and data visualization techniques. Students will learn how to create and manipulate databases in Microsoft Access, perform complex data analysis in Excel, and create interactive dashboards and visualizations using Tableau.

### Required Text/Material

Required texts are essential for learning and understanding the course material. Textbooks are not included in the course cost unless specified otherwise. You can purchase your textbook from [bookstore.andrews.edu](http://bookstore.andrews.edu), [vitalsource.com](http://vitalsource.com), or any other textbook supplier. For financial aid payment, contact your financial advisor at the university where you are completing your degree.

**You must have a PC to be able to complete the lab homework in this course.  
Software you need to use will not work on a Mac.**

### Lecture Textbook:

Laudon, K. C., & Laudon, J. P. (2022). *Management Information Systems: Managing the Digital Firm* (17th ed.). Pearson.

Print ISBN: 9780136971276 eText ISBN: 9780136971542

### Lab Manuals:

Ellen Monk, Joseph Brady, Emilio Mendelsohn. *Problem Solving Cases in Microsoft Access & Excel* (16th Ed) Cengage. Print ISBN-13: 9780357138632 eText ISBN: 9780357138656

Adam Mico. *Tableau Desktop Specialist Certification: A prep guide with multiple learning styles to help you gain Tableau Desktop Specialist certification*. Packt Publishing.

Print ISBN: 9781801810135 eText ISBN: 9781803232690

### Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

Readings: 3.5 hours for each Week ( $3.5 \times 16$  Modules = 56 hours)

Assignments: 2.5 hours for each Week ( $2.5 \times 16 = 40$  hours)

Interactive Discussions: 1.5 hour for alternative Weeks ( $1.5 \times 8 = 12$  hours)

Quizzes:  $1 \times 8 = 8$  hours

Weekly work on Final Paper: 1 hour

Studying for Upcoming Exams: 0.5 hours

### Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand the role of information systems in organization
- Develop an information systems strategy
- Design and implement an enterprise architecture
- Manage data and information resources
- Ensure security and privacy of information systems
- Evaluate and implement emerging technologies
- Use Microsoft Excel for basic data manipulation and analysis
- Create and manage basic databases in Microsoft Access
- Use Tableau for basic data visualization and analysis

### **Mental Health Support**

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety, or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes, are unsure whether you are making the most of your time, or are unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are on the [Global Campus Student Wellbeing webpage](#).

## **Part 2: Course Methods and Delivery**

### **Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, quizzes on the readings, interactions with the instructor via discussions, and two exams. Regular participation in the course is essential to good performance.

### **Technical Requirements**

- Computer: PC (Win 10 or newer)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: [Username Activation](#), if you haven't already. If you need assistance, call or email us: (269) 471-6016 or [helpdesk@andrews.edu](mailto:helpdesk@andrews.edu).

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to "show up" to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Assessment Descriptions

#### Discussion Forums (25%)

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required to respond to the initial posting. Please make sure you write these answers by conducting some research and cite both our text and external credible sources. Your postings in the discussion forum should be substantive. Answers such as "Me too" or "I agree" do not qualify as relevant, substantive answers. I am looking for your thoughts, ideas, and opinions.



Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 p.m. on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

### Case Studies (15%)

Students are required to complete case studies at the end of each chapter in the textbook. Make sure you address all the questions in the assignment and follow APA format. Instructions for these are also in LearningHub.

### Labs (15%)

Students are required to complete weekly labs. See the course schedule on when the assignments are due. Instructions for these are also in LearningHub.

### Quiz (15%)

Students are required to take 15 Quizzes.

### Midterm Assignment (15%)

Students are required to submit Mid-Term Assignment during the term. See the course schedule on when the assignments are due.

### Final Assignment (15%)

The Final assignment will be assigned during the end course of the semester. See the course schedule on when the Final assignment is due.

## Rubrics

### Discussion Rubric:

	<b>Mastery</b>	<b>Proficient</b>	<b>Emergent</b>	<b>No Progress</b>
<b>Content</b>	Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.	Demonstrates fair knowledge of concepts, skills, and theories.	Demonstrates significantly flawed knowledge of concepts, skills, and theories.	Did not participate.
<b>Support</b>	Statements are well supported; posts extend discussion	Statements are partially supported; posts may extend discussion.	Support is deficient; posts do not extend discussion.	Did not participate.
<b>Timeliness</b>	Initial before deadline.	Initial post 1 day late	Initial post 2 days late	Did not participate.
<b>Quantity</b>	Initial post and two other posts.	Initial post and one other post.	Initial post only.	Did not participate.
<b>Percentage</b>	<b>100%</b>	<b>70%</b>	<b>50%</b>	<b>0%</b>

### Assignment Rubric:

<b>Skill</b>	<b>Description</b>	<b>Percentage</b>
<b>Mastery</b>	Student conducts extensive research, leveraging that knowledge with practical examples, and augments with original ideas.	100%
<b>Proficient</b>	Student has a clear understanding of how to apply the knowledge in the workplace, as shown by examples.	80%
<b>Emergent</b>	Student demonstrates the ability to bridge the gap between theory and practice.	60%
<b>Introductory</b>	Student has a general understanding of the requirements	40%
<b>No Progress</b>		0%

**Exams**

There is one proctored exam in this course. It is a Lab Exam and is worth 75 points. This exam must be taken under the supervision of a proctor. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at our [exams page](#). Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. Follow the instructions that apply to your situation in the [exam request form](#) to set up a proctoring appointment before the exam due date. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center. Your instructor must email [onlineexams@andrews.edu](mailto:onlineexams@andrews.edu) or call 269-471-6566. No exam is returned to the student for review. To aid in studying for future exams, you may request the instructor to provide summary feedback on an exam.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

**Academy students:** You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 12 – 15	Lesson 1: Information Systems in Global Business Today	<i>Management Information Systems (MIS)</i> , Chapter 1 <i>Problem-Solving Cases in Microsoft Access &amp; Excel (MAE)</i> page 105 & 106	Discussion 1 Case Study 1 Lab 1 Quiz 1 Due Thursday, May 22, 11:55 pm	SLO 3,
2 May 16 – 22	Lesson 2: Global E-Business and Collaboration	<i>MIS</i> , Chapter 2 <i>MAE</i> , pp 180, 208-211	Discussion 2 Case Study 2 Lab 2 Quiz 2	SLO 3, 6, 7, 8, 9
	Lesson 3: Information Systems, Organizations, and Strategy	<i>MIS</i> , Chapter 3 <i>MAE</i> , Tutorial E pp 203-218, Tutorial C pp 89-111, Case 6 pp 113-120	Discussion 3 Case Study 3 Lab 3 Quiz 3	SLO 6, 7, 8, 9
3 May 23 – 29	Lesson 4: Ethical and Social Issues in Information Systems	<i>MIS</i> , Chapter 4 <i>MAE</i> , Tutorial A pp 3-12 Tutorial B pp 13-51	Discussion 4 Case Study 4 Lab 4 Quiz 4	SLO 3, 6, 7, 8, 9
4 May 30 – June 5	Lesson 5: IT Infrastructure and Emerging Technologies	<i>MIS</i> , Chapter 5 <i>MAE</i> , Case 3 pp 67-72	Discussion 5 Case Study 5 Lab 5 Quiz 5	SLO 3, 6, 7, 8, 9
	Lesson 6: Foundations of Business Intelligence: Databases and Information Management	<i>MIS</i> , Chapter 6 <i>MAE</i> , Case 11 pp 183-190	Discussion 6 Case Study 6 Lab 6 Quiz 6	SLO 3, 6, 7, 8, 9
5 June 6 – 12	Lesson 7: Telecommunications, the Internet, and Wireless Technology	<i>MIS</i> , Chapter 7	Discussion 7 Case Study 7 <b>Lab 7: PROCTORED Exam</b> Quiz 7	SLO 3, 6, 7, 8, 9



Week	Lessons	Readings	Assignments	Outcomes Met
6 June 13 – 19	Lesson 8: Securing Information Systems	<i>MIS</i> , Chapter 8 <i>Tableau Desktop Specialist Certification (Tableau)</i> , Ch 1-3	Discussion 8 Case Study 8 Midterm Presentation Lab 8 Quiz 8	SLO 1, 2, 4, 5, 6, 7, 8, 9
7 June 20 – 26	Lesson 9: Achieving Operational Excellence and Customer Intimacy: Enterprise Applications	<i>MIS</i> , Chapter 9 <i>Tableau</i> , Ch 4-5	Discussion 9 Case Study 9 Lab 9 Quiz 9	SLO 3, 6, 7, 8, 9
	Lesson 10: E-commerce: Digital Markets, Digital Goods	<i>MIS</i> , Chapter 10 <i>Tableau</i> , Ch 6-7	Discussion 10 Case Study 10 Lab 10 Quiz 10	SLO 6, 7, 8, 9
8 June 27 – July 3	Lesson 11: Managing Knowledge and Artificial Intelligence	<i>MIS</i> , Chapter 11 <i>Tableau</i> , Ch 8-9	Discussion 11 Case Study 11 Lab 11 Quiz 11	SLO 1, 2, 4, 5, 6, 7, 8, 9
9 July 4 – 10	Lesson 12: Enhancing Decision Making	<i>MIS</i> , Chapter 12	Discussion 12 Case Study 12 Lab 12 Quiz 12	SLO 1, 2, 4, 5, 6, 7, 8, 9
10 July 11 – 17	Lesson 13: Building Information Systems	<i>MIS</i> , Chapter 13	Discussion 13 Case Study 13 Lab 13 Quiz 13	SLO 1, 2, 4, 5, 6, 7, 8, 9
	Lesson 14: Managing Projects	<i>MIS</i> , Chapter 14	Discussion 14 Case Study 14 Lab 14 Quiz 14	SLO 1, 2, 4, 5, 6, 7, 8, 9
11 July 18 – 24	Lesson 15: Managing Global Systems	<i>MIS</i> , Chapter 15 <i>Tableau</i> , Chapter 10	Discussion 15 Case Study 15 Lab 15 Quiz 15	SLO 1, 2, 4, 5, 6, 7, 8, 9
12 July 25 – Aug 1	Lesson 16: Wrapping up	Review <i>MIS</i> Chapters 1-15	Discussion 16 Final Essay	SLO 1, 2, 4, 5

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

Percent %	Description
25%	Discussions (16)
15%	Quizzes (15)
15%	Case Studies (15)
15%	Labs (15)
15%	Midterm Presentation (1)
15%	Final Essay (1)
<b>100%</b>	<b>Total Percent Possible</b>

### Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu.
- Select Grades in the drop-down.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

You can view the current withdrawal policy online on our [Withdrawal Page](#). You can view the Incomplete Policy on our [Incomplete Page](#).

### Late Work and Discussion Forum Policy

Due dates for all assignments are clearly listed in both the LearningHub course space and the syllabus. We understand that as adult online learners, you may sometimes face challenges in meeting deadlines. This policy aims to provide flexibility while maintaining course integrity.

#### Late Submissions

- Students who anticipate submitting work after the due date must communicate with their instructor prior to the deadline whenever possible.
- Late work may be accepted until the last day of the class, subject to instructor approval.
- Approved late submissions will incur a 10% deduction of the earned points.
- Acceptance of late work without prior communication is at the instructor's discretion.

#### Communication Process

1. If you need to submit work late, email your instructor as soon as possible before the due date.
2. Explain your situation and propose a new submission date.
3. Wait for your instructor's response and follow their guidance.

#### Extenuating Circumstances

- In cases of unexpected emergencies or extenuating circumstances, contact your instructor as soon as you're able.
- Depending on the situation, the instructor may waive late penalties or grant extensions.

#### Discussion Forums

- The participatory nature of forums requires timely engagement for meaningful interaction.
- Late discussion posts will generally not be accepted.
- In rare and exceptional circumstances, instructors may consider accepting a late forum post, but this is at the instructor's discretion.
- If you anticipate being unable to participate in a forum by the deadline, you must communicate with your instructor immediately. However, please note that extensions for forum participation are rarely granted.

We encourage open communication throughout the course. If you're struggling with deadlines or course load, please reach out to your instructor proactively to discuss your options.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and

beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### **Netiquette**

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### **Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the [Andrews University Disability Accommodation information](#)
2. Download the [Accommodations Request Form here](#). Email the completed form and disability documentation (if any) to [disabilities@andrews.edu](mailto:disabilities@andrews.edu).
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

### **Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### **Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### **Honesty**

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University [\*Bulletin\*](#) are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

### **AI Generated Work**

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.