INTB 2200 – A03 (3 CH)
INTERNATIONAL MANAGEMENT
FALL TERM 2019
Monday 6:15pm-9:00pm in Drake 117

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INSTRUCTOR

Name: Ratchel Zeng
   You can call me Ratchel or Professor Zeng.
Office: Room 420 Drake Centre
Phone: 204-474-6566*
Email: ratchel.zeng@umanitoba.ca
Office hours: Monday 2:30 am – 3:30 pm; Wednesday 2:30 pm – 4:30 pm; or by appointment

* It will generally be more effective to communicate with me by email, as I check that more frequently than I check voicemail. Please add INTB 2200 A03 in your email subject.

COURSE DESCRIPTION

This course is designed to further your understanding of the complex and rapidly evolving international business (IB) environment. In today’s global environment, no business remains unaffected by international forces. Some companies are expanding to overseas locations while others are dealing with the entry of international companies in their home locations, and many more companies and communities are affected by the operations of global corporations. Not surprisingly, cross-national activities of businesses are never out of the news. This course is aimed at helping students develop an understanding of the global context of today’s businesses and management issues that are important in such a context.

In this course, we focus on the cultural, economic and political differences that affect IB. Throughout the semester, we look at: (a) how processes of globalization, technological development, and institutional
change affect businesses, both at home and abroad; and (b) how ethical decision-making is an integral part of IB. The course is taught by relating basic theoretical principles to current IB events. The first part of the course is more instructor-driven; it helps you develop theoretical and institutional knowledge for engaging with IB issues effectively. The latter part of the course is largely student-driven; it offers you the opportunity to put this knowledge to practical use by addressing challenges faced by firms around the globe.

**COURSE OBJECTIVES**

A sound knowledge of IB theories and institutions is obviously the immediate goal of a course such as this. However, the ultimate value of this (or any other course) is realized when these tools are combined with effective analytical and communication skills. In IB, the ability to analyze issues from multiple perspectives and to communicate effectively is particularly critical. The development of these skills will, therefore, be a major focus.

The learning objective most directly served by this course is understanding “what determines the success and failure of firms around the globe”, or understanding of international institutions and resources. The course also helps you develop ethical decision-making and group dynamics skills. **In practical terms, by the end of the course, you should be able to carry on a conversation involving global business that will impress recruiters or business people at networking events.**

By the end of this introductory course, you should develop the ability to:

1. Understand how to analyze the international environment of business.
2. Identify important concepts and appropriate approaches for effectively engaging in IB.
3. Evaluate and clearly communicate differing perspectives about a complex issue dealing with IB.
4. Understand key aspects of international strategy, such as modes of entry, structure of multinational and global organizations.
5. Demonstrate understanding of a range of important social, cultural, legal, political, economic and ethical features of a business situation.

**COURSE MATERIALS**


Older editions may be used but the student is responsible for any discrepancies between older editions and the fourth edition of the text. Any relevant readings beyond the textbook will be provided on UM Learn. The case package will be available from the Ivey Case Publishing. Further details for purchasing the case package will be available at the UM Learn website of the course.

Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

**COURSE FORMAT**
While the course will include lecturing, it will also employ methods such as group work, debates, reading outside the prescribed texts, case studies, and presentations illustrating the changing nature of the business context. The instructional approach and the assignments are intended to make major contributions to broader goals around critical thinking and communicating effectively in written and oral form. Every class will require students’ active participation. It is expected that students will attend every class on time and stay for the entire session. It is also expected that the student will have completed the assigned readings and other preparation prior to class so that the student can be actively involved in class exercises and discussions.

**ASSESSMENT OF LEARNING**

Student progress will be assessed through the following:

<table>
<thead>
<tr>
<th>Components</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (5 points each)</td>
<td>10 %</td>
</tr>
<tr>
<td>Case analysis (individual: 7.5 points each)</td>
<td>15 %</td>
</tr>
<tr>
<td>Group project</td>
<td>35 %</td>
</tr>
<tr>
<td>Team Presentation and Q&amp;A (IEAP)</td>
<td>10 %</td>
</tr>
<tr>
<td>Team Report (IEAP)</td>
<td>15 %</td>
</tr>
<tr>
<td>Discussion &amp; Evaluation (IEAP)</td>
<td>5 %</td>
</tr>
<tr>
<td>Group debate</td>
<td>5 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30 %</td>
</tr>
<tr>
<td>Participation</td>
<td>10 %</td>
</tr>
</tbody>
</table>

Please note that rubrics are available on UM Learn to explain what is expected of you for the individual cases, the group project, and participation. Peer evaluation is to be used for the group work.

I will use the following letter-grading scheme:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 and above</td>
<td>A+</td>
</tr>
<tr>
<td>88 – 92.99</td>
<td>A</td>
</tr>
<tr>
<td>82 – 87.99</td>
<td>B+</td>
</tr>
<tr>
<td>75 – 81.99</td>
<td>B</td>
</tr>
<tr>
<td>68 – 74.99</td>
<td>C+</td>
</tr>
<tr>
<td>60 – 67.99</td>
<td>C</td>
</tr>
<tr>
<td>50 – 59.99</td>
<td>D</td>
</tr>
<tr>
<td>Below 50</td>
<td>F</td>
</tr>
</tbody>
</table>

In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary (the weighting of each component will remain unchanged).

**Quizzes:** Quizzes will be worth 10% of your final grade.
Quizzes typically consist of true/false, fill-in-the-blanks, multiple-choice questions, and/or short-essay questions to test basic knowledge, terminology, and application of concepts. No electronic devices of any kind may be used and all quizzes must be completed individually without any consultation of other students, textbooks, notes, or other materials. The only exceptions to the electronics ban are things like hearing aids for hearing impaired students that have been approved in advance as per the University’s disability policy.

The quizzes are non-cumulative in the sense that there will be no questions specifically covering materials already tested. However, some of the materials may be dependent on an understanding of the materials covered by the previous quizzes.

Case analysis (individual work): This part is worth 15% of your final grade.

You will have to answer several questions about two cases that you will have prepared for class discussions. Assignment questions for each case will be posted on UM Learn one week before the due date. Your answer should be maximum two double-spaced pages in Times New Roman 12-point font in length.

There will be a 10% deduction per 24-hour period on late assignments, beginning immediately after the specified date and time. Assignments are not accepted after 72 hours from the due date.

Group Project: Your group project is worth 35% of your final grade: 30% for the International Expansion Assessment Project (IEAP) and 5% for the debate.

Team contract: Teamwork should be a fun and worthwhile learning experience! Please ensure that you manage the process well. At the first group meeting, it is advisable for each team to identify days and times when all members of the team can meet. I recommend that you set up a team contract that specifies days and times when all members of the team can meet, a reasonable time limit in which to respond to messages, and penalty for those not meeting the team set deadlines. In addition, set up sensible timelines for submitting individual portions of the work that allows time for someone to assemble the information into a coherent report. Document meetings and track whether responsibilities are being met by each group member.

You have the opportunity to rate team members’ contributions through an end-of-semester peer evaluation. I take peer evaluations very seriously - they may result in lower (including failing) or higher grades for individuals than those received by other members of the group.

International Expansion Assessment Project (IEAP) (30%)

A significant part of the learning experience in the course is the international expansion assessment project (IEAP). It will help you apply your knowledge and skills to an interesting, current international expansion situation facing a real-life company. Your team will identify a company’s key strategic issue(s); research its current situation, and present strategic analysis.

There are several components to the group IEAP. The detailed instructions are available on UM Learn and will be explained in class. In the event of one group member engaging in academic dishonesty such as plagiarism, the entire group will be subject to disciplinary hearings until the guilty person is identified. Therefore, it is in your best interest to confirm the group paper is ‘legit’ before it is submitted. Teamwork is expected.
Group Debate (5%)

This component is to sharpen your critical thinking; develop your arguments to support your stance, and develop oral communication skills, by focusing on an IB topic. Groups will sign up for debate topics in advance, and specific guidelines will be uploaded to UM Learn. Each debate will last for 10-15 minutes, and take place in the weeks between Thanksgiving and Remembrance. Approximately half of grade will be based on the content and will normally be the same for all team members, unless I am presented with evidence of serious free riding. The rest of the presentation grade will be individual and based on the student’s performance in the debate.

Final Exam: Your final exam is worth 30% of your final grade.

This comprehensive exam is a cumulative exam that will cover all the concepts and theories, covered in the text, cases, class lectures and discussions in the course. Your notes and the class PowerPoints are the best guide as to which parts of the readings to emphasize. It may incorporate a variety of formats, but typically consist of: (a) true/false, fill-in-the-blanks, and/or multiple-choice questions to test basic knowledge, terminology, and application of concepts; and (b) more open-ended essay questions that test conceptual knowledge and/or application of concepts to real-world scenarios and cases. It may provide you with cases for analysis that you have to solve.

No electronic devices of any kind may be used and it must be completed individually without any consultation of other students, textbooks, notes, or other materials. The only exceptions to the electronics ban are things like hearing aids for hearing impaired students that have been approved in advance as per the University’s disability policy.

Participation: This mark is worth 10% of your final grade.

The solutions to international management problems are varied, with no clear right or wrong answers. The goal of the class discussions is NOT to come to a comfortable consensus but, instead, to learn about the dynamics of international management by grappling with difficult and complex strategic problems. Often the best strategic solution becomes apparent over time. For this reason, the fear of being wrong should not inhibit your participation.

I expect every student to actively and thoughtfully participate by asking relevant questions, providing views, and engaging in team activities. In order to pass the participation component, you should come well prepared to each class, particularly for the case discussion classes, and be ready to answer questions/discuss your analysis. Attendance is required for participation. But if you attend class but do not participate, you will not get a good participation score. Participation grades depend on the quality and quantity of participation. Attendance when other groups are doing the presentation is mandatory and participation in those sessions will twice the weight as other sessions.

Guidelines as to good participation is available on the UM Learn.

MISSED EXAM AND LATE SUBMISSION POLICY

If you miss an exam for medical reasons, I can give you a make-up exam only if you provide a doctor’s note that certifies you were unfit to come to class on the day of the exam. In some cases, I may call the doctor’s office to verify the validity of the doctor’s note. The Asper School also has a list of events for which accommodations will be made for a missed term exam (not final exam). Make-up exams will not be given for any other reason. I cannot guarantee that the difficulty level of the makeup exam will be the
same as the one the rest of the class got.

Do not make travel plans before the Final Exam. I cannot give a make-up because you booked a flight ticket for a date earlier than the scheduled final exam. In the event you have to miss the Final Exam for a valid reason as noted above, a request for a deferred exam must be made at your home Faculty’s Undergraduate Program Office (268 Drake, if you are an Asper student).

As explained earlier, late submissions or assignments or project will lose 10% mark per day’s delay. Submissions will not be accepted after 72 hours from the due date.

**ATTENDANCE POLICY**

You are allowed to miss a maximum of 5 classes without a valid excuse. But your absence will influence your participation grade, as mentioned previously. Excused absences include a medical reason (with doctor’s note), travel for an approved academic event as per this Faculty-approved list of events, death of a close family member, or religious observation. In each of the above cases, documentation will be required. No other reason is considered a valid excuse.

If a student has over 5 unexcused absences, it will result in an automatic F grade in the course, as per the Asper School’s Debarment Policy. There will be no exceptions to this rule. If you feel you will miss more than 5 classes without a valid excuse, you are strongly encouraged to drop if possible.

Attendance will be taken daily starting Sept. 16. Arriving in class over 10 minutes late or leaving more than 10 minutes early (without my prior approval) will be considered absent for that class. Marking attendance for a friend who is absent is Academic Dishonesty and will be dealt with severely.

**ELECTRONIC DEVICE POLICY**

You may use a laptop or tablet for note-taking. If you are using a laptop, please sit in the last row to avoid distracting those sitting behind you. Practice self-control—don’t browse the Internet or check your e-mail/social media messages in class. You may be interested in reading this article.

Switch your phone to silent mode before class begins. Phone ringing or texting during class shows disrespect for others in the classroom and will result in a 1 mark penalty in the course grade.

If you wish to audio/video record any lectures, please obtain my permission before doing so.

**OUT-OF-CLASS COMMUNICATION**

PowerPoint files, assignment/project guidelines, other class-related files, and grades will be posted on UM Learn. Moreover, any announcements outside of class will be sent by e-mail from UM Learn. It is your responsibility to check your UofM e-mail account frequently so that you don’t miss these emails.

There are many questions that cannot be answered succinctly over email. If you email me a question, please consider whether it can be easily and effectively answered by email. If it cannot, please talk to me
before or after class. If I receive a question that is difficulty to answer electronically or will require a lengthy response, I will ask you to meet with me to discuss instead.

**REFERENCING STYLE FOR WRITTEN WORK**

In the group project for this course, you are expected to use the APA style of referencing, for both the in-text citations and the Bibliography. To learn about the APA style, please consult a librarian in the Management Library or look up [http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers](http://libguides.lib.umanitoba.ca/citationmanagers/referencemanagers).

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC/DETAILS</th>
<th>READINGS/PREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9-Sept</td>
<td>Course introduction and overview Globalization &amp; A general framework (FIT)</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>16-Sept</td>
<td>External Environmental Analysis Formal Institutions</td>
<td>Chapter 2 Closing case: Carlsberg</td>
</tr>
<tr>
<td>3</td>
<td>23-Sept</td>
<td>Informal Institutions – Culture</td>
<td>Chapter 3 + An exercise in class Group formation &amp; team contract</td>
</tr>
<tr>
<td>4</td>
<td>30-Sept</td>
<td>Internal Environmental Analysis Leveraging Resources and Capabilities</td>
<td>Chapter 4 Debate topics assigned</td>
</tr>
<tr>
<td>5</td>
<td>7-Oct</td>
<td>Quiz 1 Case Discussion Trading internationally</td>
<td>Case 1 due on Oct. 1</td>
</tr>
<tr>
<td></td>
<td>14-Oct</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>21-Oct</td>
<td>Foreign direct investment Foreign exchange (self-study)</td>
<td>IEAP progress report: Oct. 1 Chapter 6 Chapter 7</td>
</tr>
<tr>
<td>7</td>
<td>28-Oct</td>
<td>Global and regional integration (self-study) Entering foreign markets</td>
<td>Chapter 8 Chapter 10, Chapter 11 Case 2 due on Nov. 3</td>
</tr>
<tr>
<td>8</td>
<td>4-Nov</td>
<td>Strategizing, structuring and learning around the world Case Discussion</td>
<td>Chapter 12 (An exercise in class)</td>
</tr>
<tr>
<td>9</td>
<td>18-Nov</td>
<td>Quiz 2 Corporate social responsibility</td>
<td>Chapter 15, Chapter 3</td>
</tr>
<tr>
<td>10</td>
<td>25-Nov</td>
<td>Group Project (1)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3-Dec</td>
<td>Group Project (2) Wrap Up</td>
<td></td>
</tr>
</tbody>
</table>

IEAP project written report due: Dec 6 by 11:59 p.m. (via UM Learn Dropbox)
IMPORTANT DATES

Attendance taking begins - Sept. 16
Individual Assignment 1 due - Oct. 1
Quiz 1 (in 117 Drake) - Oct. 7
Individual Assignment 2 due - Nov. 5
Debate grade - Nov. 16
Quiz 2 (in 117 Drake) - Nov. 18
VW deadline - Nov. 18
Group Written Report due - Dec. 6
Final Exam - TBD
Deferred Exam (in 136 Drake) - Jan. 10, 2020 (tentatively)
## INTENDED LEARNING OUTCOMES

### AACSB Assurance of Learning Goals and Objectives

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **Undergraduate Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objectives in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>Quantitative Reasoning</strong></td>
<td></td>
<td>Case analysis; Group project</td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>√</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>√</td>
<td>Chapter 7, Case analysis; Group project</td>
</tr>
<tr>
<td>2 <strong>Written Communication</strong></td>
<td></td>
<td>Individual cases and group project</td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>√</td>
<td>Individual cases and group project, group presentation</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 <strong>Ethical Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>√</td>
<td>Chapters 3 &amp; 15; case analysis</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>√</td>
<td>Chapters 3 &amp; 15; case analysis</td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>√</td>
<td>Chapters 3 &amp; 15; case analysis</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>√</td>
<td>Chapters 3 &amp; 15; case analysis</td>
</tr>
<tr>
<td>4 <strong>Core Business Knowledge</strong></td>
<td></td>
<td>Entire course</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

Group Projects and Group Work

Please be aware that group projects are subject to the same rules regarding academic integrity. All group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to specific individuals.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean's office and follow the approved disciplinary process. See following table for typical penalties for academic dishonesty in the Asper School.
**Typical Penalties for Academic Dishonesty in the Asper School**

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course Suspension from taking Asper courses for 2 years Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Plagiarism on assignment</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Submitting paper bought online</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Inappropriate Collaboration (collaborating with individuals not explicitly authorized by instructor)</td>
<td>F-DISC in course Suspension from taking Asper courses for 1 year Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Group member had knowledge of inappropriate collaboration or plagiarism and played along</td>
<td>F-DISC in course Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Signing Attendance Sheet for classmate</td>
<td>F-DISC in course Notation of academic dishonesty in transcript</td>
</tr>
</tbody>
</table>
STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Undergraduate Program Office.

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<thead>
<tr>
<th>For Information on…</th>
<th>…follow this link</th>
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</thead>
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<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar’s Office</td>
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<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree and major requirements</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td>Library Resources</td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>Support and advocacy for students with disabilities to help them in their academic work and progress</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td>Student Discipline</td>
</tr>
<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
</tr>
<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
<td>Live Well @ UofM</td>
</tr>
<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
</tr>
<tr>
<td>Concerns involving violence or threats, protocols for reporting, and how the university addresses them</td>
<td>Violent or Threatening Behaviour</td>
</tr>
</tbody>
</table>