MIS 2000 A04 (3 CH)
INFORMATION SYSTEMS FOR MANAGEMENT
WINTER 2021
Virtual Classroom, TR 2.30–3.45 pm

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INSTRUCTOR

Name: Imran Khan
Office: Virtual Office (https://zoom.us/j/2960292996)
Email: Imran.Khan@umanitoba.ca
Office hours: TR 1.00-2.00 pm OR by appointment (via Zoom)

COURSE DESCRIPTION

Within every industry, why are some organizations above average performers? Some management professionals believe above average performance is due to both competitive strategy and operational efficiencies. Where competitive strategy involves positioning the organization within its industry as either a low-cost leader or differentiator, while, operational efficiencies involves following best practices in all of the functional areas of the organization, such as, operations, marketing, human resources, finance, accounting, and MIS.

MIS 2000 will help you understand how to use information systems for managing competitive strategy and operational efficiencies decisions. Specifically, the course provides an introduction to information systems in organizations, systems development/acquisition, and management issues concerning information technology in organizations, which should help management professionals make “good” decisions that lead to above average performance in their industry.
MIS 2000 is a required course in the B.Comm. curriculum. Some management professionals believe MIS is the most important functional area these days because it has a greater transformation on organizations and society than any other functional area. In fact, management professionals from every functional area need MIS knowledge because MIS activities are tightly integrated with all processes in an organization. As such, you need to understand how information systems transform organizations and society along with how you can participate in these transformations.

**COURSE OBJECTIVES**

The major objectives of the course are:

1. Learn why MIS is one of the most important functional areas in an organization.
2. Learn what management professionals need to know about information technology.
3. Learn how to use information systems to gain competitive advantage, solve problems, and support decisions.
4. Learn about information systems development/acquisition.
5. Practice decision making and critical thinking skills by discussing realistic case-based scenarios.
6. Practice problem solving and data analysis skills by completing spreadsheet and database exercises.
7. Apply course knowledge and skills by collaborating on course project using collaboration tools.

**COURSE MATERIALS (REQUIRED)**

1. As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

2. The exam may be administered via the Respondus Lockdown browser, as such, you will need a device (computer or tablet; smartphone will not work) with one of the following operating systems:
   - Windows 10, 8, or 7
   - Mac OS 10.15 to 10.12, OS X 10.11, or OSX 10.10
   - iOS: 11.0+ (iPad only)

3. You will need the Chrome browser. Other browsers such as Safari may not work.

4. Using MIS, 10th Edition, 2017, David M. Kroenke and Randall J. Boyle, Pearson, ISBN: 9780134745961. The textbook is available for purchase at the UofM bookstore, which should include an access code to use the eTextbook and required online learning tool MyLabMIS for the duration of the course. To access the eTextbook and MyLabMIS, follow the MyMISLab registration instructions on UM Learn.
If you do not want to buy the textbook with the eTextbook and MyLabMIS access code at the UofM bookstore, you may be able to buy access to the eTextbook and MyLabMIS for the duration of the course directly from the publisher after you register in MyLabMIS by following the MyLabMIS registration instructions on UM Learn.

If you do not want to buy the textbook at the UofM or buy access to the eTextbook and MyLabMIS from the publisher, you may be able to only buy access to the MyLabMIS for the duration of the course directly from the publisher after you register in MyLabMIS by following the MyLabMIS registration instructions on UM Learn.

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 AND ONLINE ACCESS**

This course will be conducted “live” via videoconferencing using WebEx through UM Learn and will not involve in-person instruction. Classes will be during the scheduled class time.

To join the class, log in to the UM Learn course and then choose Communication→Cisco Webex from the top menu and then click Join. Detailed instructions are available here.

Please note that all classes will be recorded and the video recordings will only be shared with those students that attend the online class but advise during the class that they are experiencing an unstable internet connection.

For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. The instructor may tell you to leave your camera/mic on for the duration of the class or may require you to mute yourself and unmute yourself only at certain times.

This course will use the “flipped classroom” approach where you will learn traditional lecture material at home by reading assigned readings and use in-class time for interactive activities.

Every class will be used to learn course theory and/or work on the course project. Prior to each class, if applicable, you will read the “Using MIS” assigned chapter then do its related online chapter quiz using MyLabMIS. During class, you will discuss key concepts and/or apply concepts to real-world situations along with work on the course project.

Along with classes there will be six online labs that will allow you to practice problem solving and data analysis skills by completing spreadsheet and database exercises.

Finally, you will have a term-long course project that will allow you to apply course knowledge and skills by collaborating on the course project using collaboration tools.
ASSESSMENT OF LEARNING

Quizzes 5%
Labs 10%
Participation 20%
Course Project 25%
Final Exam 40%

The below tentative cut-offs will be used; however, the cut-offs are subject to adjustment up or down depending on the relative performance of the current class (the weighting of each component will remain unchanged). The grades may also be compared with other instructors to maintain overall fairness.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and above</td>
<td>A+</td>
</tr>
<tr>
<td>80 – 89.99</td>
<td>A</td>
</tr>
<tr>
<td>75 – 79.99</td>
<td>B+</td>
</tr>
<tr>
<td>70 – 74.99</td>
<td>B</td>
</tr>
<tr>
<td>65 – 69.99</td>
<td>C+</td>
</tr>
<tr>
<td>60 – 64.99</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>

To protect the academic integrity of education at the Asper School, certain protocols will be observed for online exams. For instance, the online exams may set up such that each student may get a random subset of questions from a larger question bank, which means no two students will get exactly the same exam. Further, a very small number of questions may appear on a screen and you may not have the option to move back to questions you have already answered.

For exams, we may be using university-approved Respondus Lockdown Browser and Respondus Monitor, which will require you to have your camera and microphone on for the entire duration of the exam. As the software detects any unusual movements, please sit in a location where there are no people/pets or other moving objects in the camera’s view during the exam.

For recording your class participation, the instructor may require you to have your camera and/or microphone on when you speak or for the entire duration of the class.

Quizzes [5%]: There are twelve chapters in the Using MIS textbook. For each chapter, there will be an online quiz accessible using MyLabMIS with approximately 25 multiple choice questions. The quiz due dates are listed in the Important Dates section of the course outline.

Labs [10%]: There will be six online labs that will allow you to practice problem solving and data analysis skills by completing spreadsheet and database exercises. The lab grade will be based on individual and/or
small group work. The lab schedule is listed in the Important Dates section of the course outline. As well, work or another class are not valid excuse for missing a lab, being late for a lab, or leaving early a lab.

**Participation [20%]:** Participation will occur in each of the classes during the term as such participation is very important. Although you may choose your own moment to participate, I may call on you for contribution at any time. I judge participation for each class on a scale of 0 to 4, where 0 indicates no contribution and 4 indicates an extensive contribution compared to everyone else in class. Additionally, stating a fact from the course textbook is worth 0, 1, or 2; while explaining your opinion based on critical thinking is worth 0, 1, 2, or 3; while arguing your point of view logically with others is worth 0, 1, 2, 3, or 4. To get a high participation grade you don’t have to talk all the time nor do you have to have the “right answer”, instead, you must have genuine comments that advance the learning of the class. At the end of the term, I will determine overall class participation by assigning grades to the best and worst participators and scaling others accordingly, which makes it possible for everyone to do well in participation. For recording your class participation, the instructor may require you to have your camera and/or microphone on when you speak or for the entire duration of the class. Finally, please carefully read the **Attendance Policy** and **Missed Graded Component and Late Submission Policy** sections in the course outline as it can have a significant impact on your participation grade and also your course grade.

**Class Project [25%]:** There will be a term-long course project that will allow you to apply course knowledge and skills by collaborating on the course project using collaboration tools. Detailed instructions for the project will be available on UM Learn throughout the term and/or will be explained in class throughout the term. The grade for the course project will be based on both individual and group work, which will be explained during the term in written instructions and/or verbal instructions during class. Furthermore, 50% of the class project mark will be assessed by the instructor while the other 50% of the class project mark will be assessed by a confidential peer evaluation ranking survey.

**Final Exam [40%]:** The final exam may be based on the course instructor, textbook, and/or project. It may be comprised of multiple choice, short answer, and/or long answer questions. To protect the academic integrity of education at the Asper School, certain protocols will be observed for online exams. For instance, the online exam may set up such that each student will get a random subset of questions from a larger question bank, which means no two students will get exactly the same exam. Further, a very small number of questions will appear on a screen and you may not have the option to move back to questions you have already answered. The instructor may require your camera be on and directed at you for the entire duration of the exam.

**MISSED GRADED COMPONENT AND LATE SUBMISSION POLICY**

If you miss any graded component of the course for personal, medical, Asper School approved (see list of events), or any other reasons, you must report to your instructor as soon as possible. Missing a graded component is serious.

If you miss a quiz and you have an excused absence (e.g. medical or school approved or compassionate reason) then the weight of the missed quiz will be added to your final exam weight. Otherwise, if you have an unexcused absence then you will receive a mark of 0% for the missed quiz.

If you miss a lab and you have an-excused absence (e.g. medical or school approved or compassionate reason) then you will be given a week extension to submit the missed lab. Otherwise, if you have an
unexcused absence then you will receive a mark of 0% for the missed lab.

If you miss a class with class participation of a textbook chapter and you have an excused absence (e.g. medical or school approved or compassionate reason) then you will be given a week to submit a 1000-word written summary in your own words of each of the missed textbook chapter(s) which identifies and discusses the big ideas and essential details. Otherwise, if you have an unexcused absence then your class participation mark will be reduced by 10% for each unexcused absence.

If you miss a class with course project component and you have an excused absence (e.g. medical or school approved or compassionate reason) then the excused course project component absence will be addressed on a case-by-case basis. Otherwise, if you have an unexcused absence then your course project mark will be reduced by 10% for each unexcused absence.

Do not make travel plans before the Final Exam. I cannot let you take the exam earlier/later because you booked a flight ticket for a date earlier than the final exam. In the event you have to miss the Final Exam for a valid reason, a request for a deferred exam must be made at your home Faculty’s Undergraduate Program Office (b_comm@umanitoba.ca, if you are an Asper student). Applying for a deferred exam does not guarantee your request will be granted.

### ATTENDANCE POLICY

Attendance will be taken after January 28. Note arriving late or leaving early (without instructor approval) will be considered absent for that class. For recording attendance purposes and participation purposes, it is possible your instructor may require you to have your camera on during the entire duration of your class or part of it. You are expected to attend class regularly. **If you have ten or more unexcused absences after January 28 then you will automatically receive a failing grade (F) in the course.** If you believe you will have ten or more unexcused absences after January 28, you may want to consider to VW if possible.

### ELECTRONIC DEVICE POLICY

Although this is course is taught in a remote teaching format, we will observe the protocols that would be expected during in-person classes. Please make sure your cellphone does not ring during class. No frivolous posting of messages in the Chat area during class. Practice self-control—don’t browse the Internet or check your e-mail/social media/text messages while class is in progress. Do not video/audio record class lectures or take pictures of the screen without the instructor’s permission.

### 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 posted as a News Item in UM Learn. It is your responsibility to check your UofM email account and UM Learn frequently so that you don’t miss any announcements.

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 difficult to answer electronically or will require a lengthy response, I will ask you to meet with me online using Cisco WebEx or Zoom 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 any in-text citations and any 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 (TENTATIVE)

Course Introduction
Jan 19  Course Outline & Course Introduction

Part 1: Why MIS?
Jan 21  Ch 1: The Importance of MIS
Jan 26  Course Project Launch
Jan 28  Ch 2: Collaboration Information Systems
Feb 2  Course Project Work
Feb 4  Ch 3: Strategy & Information Systems
Feb 9  Course Project Work

Part 2: Information Technology
Feb 11  Ch 4: Hardware, Software, & Mobile Systems
Feb 23  Course Project Work
Feb 25  Ch 5: Database Processing
Mar 2  Course Project Work
Mar 4  Ch 6: The Cloud
Mar 9  Course Project Work

Part 3: Using IS for Competitive Advantage
Mar 11  Ch 7: Processes, Organizations, & Information Systems
Mar 16  Course Project Work
Mar 18  Ch 8: Social Media Information Systems
Mar 23  Course Project Work
Mar 25  Ch 9: Business Intelligence Systems
Mar 30  Course Project Work

Part 4: Information Systems Management
Apr 1  Ch 10: Information Systems Security
Apr 6  Course Project Work
Apr 8  Ch 11: Information Systems Management
Apr 13  Course Project Closure
Apr 15  Ch 12: Information Systems Development

Apr 19 to May 1  Final Exam: Chapters 1 to 12 (TBD: Date & Time)
IMPORTANT DATES

First day of class  January 19
Last day of class  April 15
Drop Date        January 29
VW Deadline      March 31

Lab 1            Jan 28   (4:00 pm – 5:50 pm)
Lab 2            Feb 4    (4:00 pm – 5:50 pm)
Lab 3            Feb 11   (4:00 pm – 5:50 pm)
Lab 4            Feb 25   (4:00 pm – 5:50 pm)
Lab 5            Mar 4    (4:00 pm – 5:50 pm)
Lab 6            Mar 11   (4:00 pm – 5:50 pm)

MyLabMIS Quiz Ch 1 Jan 21   (Due: 8 am)
MyLabMIS Quiz Ch 2 Jan 28   (Due: 8 am)
MyLabMIS Quiz Ch 3 Feb 4    (Due: 8 am)
MyLabMIS Quiz Ch 4 Feb 11   (Due: 8 am)
MyLabMIS Quiz Ch 5 Feb 25   (Due: 8 am)
MyLabMIS Quiz Ch 6 Mar 4    (Due: 8 am)
MyLabMIS Quiz Ch 7 Mar 11   (Due: 8 am)
MyLabMIS Quiz Ch 8 Mar 18   (Due: 8 am)
MyLabMIS Quiz Ch 9 Mar 25   (Due: 8 am)
MyLabMIS Quiz Ch 10 Apr 1   (Due: 8 am)
MyLabMIS Quiz Ch 11 Apr 8   (Due: 8 am)
MyLabMIS Quiz Ch 12 Apr 15  (Due: 8 am)

Course Project Launch Jan 26
Course Project Closure Apr 13   (Due: 11:59 pm)

Final Exam        Apr 19-May 1  (TBD: Date & Time)
# 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><strong>1 Quantitative Reasoning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✓</td>
<td>Course project</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>✓</td>
<td>Course project &amp; Labs</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>✓</td>
<td>Course project</td>
</tr>
<tr>
<td><strong>2 Written Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
<td>Course project</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
<td>Course project &amp; Participation</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
<td>Course project &amp; Participation</td>
</tr>
<tr>
<td><strong>3 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>Textbook &amp; Course Project</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓</td>
<td>Textbook &amp; Course Project</td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
<td>Textbook &amp; Course Project</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓</td>
<td>Textbook &amp; Course Project</td>
</tr>
<tr>
<td><strong>4 Core Business Knowledge</strong></td>
<td>✓</td>
<td>Entire course</td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY POLICY

The online format of class delivery does not lower the Asper School’s academic integrity standards. The same high levels of academic integrity are expected in Fall 2020 courses as they are in regular terms.

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 (includes Chat messages posted during videoconference sessions)
- 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
- recording exam questions using any method, regardless of whether those are shared with others
- sharing exam questions with those who are yet to take the exam, including future students
- 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 attendance, earning class participation marks, 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

Many courses in the Asper School of Business require group projects. Students should 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.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

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

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>…follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech-related issues with UM Learn or videoconferencing</td>
<td>Information Services &amp; Technology</td>
</tr>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar’s Office</td>
</tr>
<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>
ABOUT THE INSTRUCTOR

Imran is a Sessional Instructor in the Departments of Accounting & Finance, Supply Chain Management, and Business Administration. He has a BSc, MSc, MBA, and PhD degrees with expertise in applying engineering techniques (e.g. agent-based modelling and simulation, queueing theory, artificial neural networks, and fuzzy logic) to solve management problems.

Imran has 20 years of management-engineering cross-disciplinary business experience as Business Analyst, Project Manager, Investments Manager, Business Consultant, and Business Incubation Manager.

Additionally, Imran has 20 years of Sessional Instructor teaching experience in a variety of areas, including: Business Strategy, Production & Operations Management, Corporate Finance, Investments and Management Information Systems.