

International Business University

Interim Academic Calendar

2021-2022

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Welcome

Welcome to the International Business University! At IBU, our graduates will be leaders who anticipate and drive change, who are capable and willing to make a difference at work and in their broader communities. Welcome to a place of scholarship, knowledge, and practical application, committed to constructive engagement with the world at large.

International Business University (IBU) is a student-focused university, structured to offer a growing set of degree programs—undergraduate and graduate, academic and professional—that are career relevant, that can be completed in an accelerated time frame, and that integrate work terms and capstone projects into a structured curriculum framework. Students graduate with knowledge, technical and interpersonal skills, and problem-solving experience. They are prepared for roles in business and the private sector, in community and not-for-profit organizations, and in public service.

Within this calendar you will find everything you need to start your journey at IBU— Course descriptions, Academic Policies and Standards, Significant Dates, and more!

Read it carefully and get ready to take the first steps of your life's next great chapter!

Programs

Bachelor of Commerce (Honours) in International Management and Technology

Our unique Bachelor of Commerce (Honours) in International Management and Technology program responds to the needs of Canadian employers with graduates who combine business knowledge, soft skills, and technical skills, and who are able to transition seamlessly into the workplace. Drawing on extensive research and consultation, the program will develop graduates who possess and demonstrate degree-level business education competencies in demand by employers.

The curriculum is comprised of 120 credit hours. (Three credit hours are equivalent to a one-semester course meeting three hours each week.) Prescriptive requirements total 96 credit hours, or the equivalent of 32 one-semester three-hour courses, while the non-core breadth requirements in the social sciences and arts make up the remaining 24 credit hours, or eight courses. The first four of these non-core courses are prescribed. Students have the choice of six courses for the final four elective slots.

Of the 96 core credit hours a total of 42 credit hours covers core business subjects, such as Introduction to Management, as well as business disciplines, such as Financial Accounting, Marketing, Organizational Behaviour, Finance, Business Law and Ethics, and Economics. A further 12 credit hours are devoted to general business subjects, such as Business Research, Communications and Negotiation Skills, including courses with an explicit global focus. Fifteen credits are applied to dedicated international business courses. Meanwhile, 27 credit hours focus on technology and innovation, including six credit hours of Data Analytics.

In sequential terms, the two semesters of *Level 1* are focused primarily on introducing students to basic business concepts and developing basic skills and tools with particular focus on individual assignments and tests. The *Level 2* semesters build additional depth and begin to focus on applying theories to solving simple business problems. Students are introduced to issues related to managing group work and begin to work in teams. Evaluation also includes complex projects and case analyses, culminating in the first *Project Course*. The *Level 3* semesters allow students to continue to develop their knowledge and skills with a deeper examination of key topics, increasingly complex and applied projects, as well as group work. The *Level 4* semesters involve students integrating their learning from the previous three levels as well as giving them the opportunity to undertake an independent research project of their own choosing, the *Capstone Project*. Figure 1 shows the course breakdown of the curriculum semester by semester.

Curriculum at a Glance

			Core Business	General Business	International Business	Technology & Innovation	Noncore Courses	Included in Package
Level 1	Semester 1	Introduction to Business	3					
		Introduction to International Business	3					
		Introduction to Accounting	3					
		Business Research & Communications		3				
		Contemporary World History					3	
	Semester 2	Introduction to Financial Analysis	3					
		Applied Economics	3					
		Organizational Behaviour	3					
		Technology Literacy and Applications				3		
		Critical Thinking: A Philosophical Perspective					3	
Level 2	Semester 3	Marketing and Sales	3					
		International Management			3			
		Information Technology Applications				3		
		Entrepreneurship and Innovation				3		
		Arts and Contemporary Studies					3	
	Semester 4	Interpersonal Skills and Assessments		3				
		Project Management					3	
		Entrepreneurship and Innovation Business Planning	3					
		Project Course	6					
Level 3	Semester 5	Law and Ethics in a Business Context	3					
		Negotiation Skills		3				
		Global Business Issues			3			
		Data Analytics for Business				3		
		Breadth Elective					3	
	Semester 6	Advanced International Finance			3			
		Market Research	3					
		Information Technology Management				3		
		Advanced Data Analysis				3		
		Breadth Elective					3	
Level 4	Semester 7	Global Strategy			3			
		Technology Trends and Implications				3		
		Applied Research Skills		3				
		Leading in a Diverse Context			3			
		Breadth Elective					3	
	Semester 8	Culture and Design Thinking				3		
		User Experience Design				3		
		Breadth Elective					3	
		Capstone Course	6					
Total number of credits			42	12	15	27	24	

	Core Business Disciplines
	General Business Courses
	International Business Courses
	Technology and Business Courses
	Other Courses

Curriculum Calendar

Level	Course Code	Course Title
Semester 1	MGMT1001	Introduction to Business
	ACCT1001	Introduction to Accounting
	MGMT1002	Introduction to International Business
	COMM1001	Business Research and Communication
	HIST1001	Contemporary World History
Semester 2	FINA1001	Introduction to Financial Analysis
	ECON1001	Applied Economics
	MGMT1003	Organizational Behaviour
	TECH1001	Technology Literacy and Applications
	PHIL1001	Critical Thinking: A Philosophical Perspective
Semester 3	MKTG2001	Marketing and Sales
	MGMT2004	International Management
	TECH2002	Information Technology Applications
	ENTR2001	Entrepreneurship and Innovation
	ARTS2001	Arts and Contemporary Studies
Semester 4	MGMT2005	Interpersonal Skills and Assessments
	ENTR2002	Entrepreneurship and Innovation Business Planning
	MGMT2006	Project Management
	MGMT2007	Project Course (6 Credits)
Semester 5	MGMT3008	Law and Ethics in a Business Context
	MGMT3009	Negotiation Skills
	MGMT3010	Global Business Issues
	DATA3001	Data Analytics for Business
		Elective
Semester 6	FINA3002	Advanced International Finance
	TECH3003	Information Technology Management
	MKTG3002	Market Research
	DATA3002	Advanced Data Analysis
		Elective
Semester 7	MGMT4011	Global Strategy
	TECH4004	Technology Trends and Implications
	MGMT4012	Applied Research Skills
	MGMT4013	Leading in Diverse Context
		Elective
Semester 8	DSGN4001	Culture and Design Thinking
	DSGN4002	User Experience Design
	MGMT4014	Capstone Course (6 Credits)
		Elective
Electives	POLI1001	Politics and Government Relations
	POLI1002	Global Trends and World Politics
	PSYC1001	Psychology and Cognition
	COMM1002	Communications Theory and Practice
	IND	Special Topics

Course Descriptions

CORE BUSINESS COURSES

MGMT1001: Introduction to Business

This course provides an integrated introduction to the economic, social and political context of business and an introduction to some of the key concepts and frameworks that inform the study of management in an international context. It examines the role of management and entrepreneurship, as well as providing an overview of organizational behaviour/human resources, marketing, finance and accounting, production, sales and distribution and the key functions in the business value chain. Particular emphasis is placed on understanding the interactions between key stakeholders in the global economy and the importance of corporate social responsibility. The course will also provide an opportunity for understanding multiple perspectives and competing value systems in a global context and how to address them. (3 credits)

MGMT1002: Introduction to International Business

Globalization is transforming the context of business. This course provides a foundation in understanding the complex context of legal/political, economic, competitive, sociocultural, technological, and natural forces shaping the global environment and a framework for understanding the principles and practices associated with managing international business. It examines the international institutions, theories of cross-border trade, and the characteristics and effects of regional trade blocs and their impact on international business strategy. (3 credits)

ACCT1001: Introduction to Accounting

Introduction to Accounting introduces students to the concepts of retained earnings, depreciation, receivables, inventory, amortization, deferred taxes and goodwill. Topics of study include the role of GAAP, balance sheet, income statements and cash flow statements. Students will learn about the accounting cycle, financial statements, taxes and budgeting. Students will develop their ability to understand financial reports and use accounting information to plan and make appropriate business decisions. Students will also use accounting information systems to support decision making. (3 credits)

FINA1001: Introduction to Financial Analysis

This course introduces the principles and practical application of financial analysis from a global perspective. The course provides and applies approaches to analysis and decision making in the administration of corporate funds including issues relating to capital markets, discounted cash flow, portfolio theory, firm valuation, ratio analysis, discounted cash flow analysis, valuation of different financial assets, value of equity, interest rate analysis, the value of debt and bond valuation ratio analysis. Students will learn how to interpret financial statements and to manage corporate finances. (3 credits)

ECON1001: Applied Economics

In an introduction to applied economics, this course develops the fundamental tools of economic analysis that are essential for understanding global markets. It demonstrates how economic tools, techniques and indicators can be used for solving organizational problems and the economic relationship between growth and inflation. Topics include credit, interest rates, and governmental fiscal and monetary policy. The course examines economics from a global perspective by exploring international input, international product markets, foreign direct investment, multinationals, and mergers and acquisitions. Students will also learn about the market determination of exchange rates and interest rates. (3 credits)

MGMT1003: Organizational Behaviour

This course provides an introduction into the complex topic of organizational behavior. It focuses on the inherent tension between an organization's need for stability and the pressure it faces to change. The course examines the phases of the change process by focusing on the organizational cultures necessary for effective and sustained change. Students examine organizational behaviour through conceptual frameworks and case studies and will become familiar with different conceptual lenses for understanding organizational life. Topics of study include communications, motivation, group dynamics, leadership, power, organizational design and development. (3 credits)

MKTG2001: Marketing and Sales

This course focuses on the functions of marketing and sales and their impact on the overall success of a company. It examines how marketing techniques communicate and deliver value to customers, shareholders and society. Ultimately this course examines the process by which businesses decide to compete in the markets they choose to serve by providing insight into the impact marketing and sales can have on customers, markets, firm value and company development. Topics of study include consumer behavior, marketing theories and strategies, product positioning, the competitive environment, and effectiveness of the marketing function. (3 credits)

ENTR2002: Entrepreneurship and Innovation Business Planning

Building on the introductory course on Entrepreneurship and Innovation this course explores the processes for identifying entrepreneurial and innovation opportunities including the full range of opportunities for for-profit and social entrepreneurship as well as intrapreneurship. With a heavy emphasis on assessing and developing an entrepreneurial mindset and skills, students will have the opportunity to develop and refine entrepreneurial concepts and to undertake in-depth research of the opportunity. The course will culminate with students participating in a pitch competition. (3 credits)

MGMT2007: Project Course

The project course provides an opportunity to apply knowledge and develop skills in a working environment under the supervision of a faculty advisor. This project course provides an opportunity for students to apply their business knowledge and skills to date to develop a business plan for a social or for-profit enterprise working in a team with academic supervision and industry mentorship building on the ideas developed in the Entrepreneurship and Business Planning Course. Projects for development may be selected from the pool created by the students in the previous course and teams will work on taking one idea to the next level. In some instances, students may have opportunities to develop a

project for a small business as an alternative. Most ventures developed in this course are both new and independent, but you can consider an acquisition (with a substantial turnaround planned) or a corporate venture (intrapreneurship) or even a franchise operation. Combined with self-paced learning and skills testing appropriate to the context, students will maintain a journal of lessons learned; and prepare a reflective paper on lessons learned. During the semester there will be skills testing throughout the term, the production of a project report or business plan, and a final reflective paper. Students will have access to a range of advisors as well as a faculty mentor to help them develop and implement their enterprise. Seed funding will in some instances be available to support the projects. (6 credits)

MGMT3008: Law and Ethics in a Business Context

Risk management requires a solid understanding of the legal, ethical and financial threats and responsibilities of management. Ethical reasoning is a core skill employers demand in business graduates. This course provides an understanding of the legal context of Canadian business and some of the theoretical underpinnings of ethical decision making in organizations. It explores key issues such as corporate responsibility, legal obligations and governance as well as current topics such as environmental law, privacy, corruption and free trade agreements in a global context. Case studies provide opportunities to apply the principles to real life examples. (3 credits)

MKTG3002: Market Research

Building on the core concepts of marketing as well as foundations in statistics and research methods, this course teaches students how to use data and analysis to inform marketing decisions. Students will learn the principles of market research, how to design studies, implement them and analyse the data using quantitative and qualitative methods. (3 credits)

MGMT4014: Capstone Project

The capstone course provides an opportunity to apply knowledge and skills in a working environment under the supervision of a faculty advisor. Students will undertake an in- depth study of a business problem. This capstone course provides a structured and customized opportunity offering multiple learning modes. It will provide opportunities for students to link their experience to theories of management and apply their study of international business and technology to practice. The course focuses on undertaking an applied project or work experience at a company, social enterprise or Startup.

Concurrently students will complete self-assessments and learning modules tailored to their needs and interests. Students will develop a learning plan, continue with self- paced learning and skills testing appropriate to the context, maintain a journal of lessons learned; and prepare a reflective paper explaining how they have applied business education to solve real world problems. (6 credits)

GENERAL BUSINESS COURSES

COMM1001: Business Research and Communications

The course applies the theory of business research and skills to develop students' business communication skills. Specifically, it will review on exploring models of communications and genres common in the business environment. It will focus on defining audience, messages and appropriate channels of communications and will develop some of the skills needed to enhance communications (for example, applied research skills, presentation of data etc.) Students will learn to apply business communications principles and techniques to specific genre such as proposals, business plans, reports, and presentations. Students will learn skills needed for informational briefings, persuasive messaging, and conflict management, in effective interpersonal and verbal communications. (3 credits)

MGMT2005: Interpersonal Skills and Assessments

Leadership, interpersonal skills and assessments have been built into the fabric of this program. This unique interactive and collaborative teaching method, which is the focus of this course, highlights the goal of developing students' interpersonal and leadership skills. Key areas of study include interpersonal influence, collaboration and adaptive thinking. (3 credits)

MGMT3009: Negotiation Skills

This course will develop students' negotiation skills in the context of bargaining and conflict resolution. Students will learn the underlying theories of the psychology of bargaining and negotiation, and their application. Through class discussion and negotiation simulations, students will learn about their own negotiation style and how to apply the principles learned in the course to more effective negotiation and bargaining. (3 credits)

MGMT4012: Applied Research Skills

This course provides the research skills needed to answer key questions and support evidence informed decision making in a business environment. Students will develop tools to analyse markets, evaluate options and make decisions. Evidence is core to underpinning business strategy and this course provides the concepts and tools needed to acquire it. The course will also provide an introduction to the use of digital archival resources, both qualitative and quantitative in nature. (3 credits)

INTERNATIONAL BUSINESS COURSES

MGMT2004: International Management

Building on the understanding of international business, this course explores the implications for managing in an international setting through detailed exploration of cases studies. It explores strategy, structure, operations and critical issues in the effective management of international business as well as the challenges and opportunities for SMEs going global. (3 credits)

MGMT3010: Global Business Issues

This course examines emerging global trends and their impact on organizations. The focus of the course will change in response to emerging issues. (3 credits)

FINA3002: Advanced International Finance

Students taking this course will build on their foundational finance knowledge to understand the particular challenges of operating in a global environment. For example, topics will include the risk return properties of various international financial markets and instruments, valuation, going public decisions, initial and seasonal equity, offerings, venture capital firms and international entry decisions. (3 credits)

MGMT4011: Global Strategy

Using the case study method, this course introduces students to the concepts, frameworks, and tools of international strategy. This course teaches students how to assess functions and responsibility of senior management, issues inhibiting an organization's success and how to address these challenges. (3 credits)

MGMT4013: Leading in a Diverse Context

This course examines issues associated with managing increasingly diverse and global workforces. With a focus on increasing understanding of cultural differences, informed by theory, the course tackles challenges that such differences present to managing internationally. Specifically, it examines the changing global context and drivers of increased diversity, the impact of cultural differences on behavior and organizations and the implications of these differences. For example, it considers the impact on, organizational structure, communications, management processes, leadership and human resources (recruitment, selection, advancement). Students will also learn about negotiation and conflict resolution across cultures and how to approach ethics and corporate social responsibility. (3 credits)

TECHNOLOGY AND INNOVATION COURSES

TECH1001: Technology Literacy and Applications

This course is designed to develop students' knowledge of digital technology and contemporary information systems and demonstrate how these systems are used throughout global businesses. Students will gain an understanding of how the use of information systems and information technology provide a competitive advantage to companies. This course provides an introduction to systems, development concepts, technology acquisition and application software that are used in modern organizations. (3 credits)

TECH2002: Information Technology Applications

This course is designed to deepen students' knowledge of specific digital technologies and information systems and how these can be used to improve decision making and competitive advantage of global businesses. The course will focus on the use of technologies such as data warehouses, enterprise-wide systems and mobile technology and the methods to implement them such as using an Agile approach. (3 credits)

ENTR2001: Entrepreneurship and Innovation

This course provides an introduction to the anatomy of start-up companies, entrepreneurship, intrapreneurship and innovation. Students will learn about contemporary practices of fostering entrepreneurial culture. This course will feature lectures from experts in the field as well as experienced entrepreneurs. (3 credits)

DATA3001: Data Analytics for Business

This course introduces students to qualitative and quantitative business methods. This course teaches students critical problem-solving methodology. Students learn how to use basic analytical tools, including statistics and data collection, to support business decision-making. Topics of study include quantitative analysis, statistical and quality tools. (3 credits)

DATA3002: Advanced Data Analysis

This course builds on data analytics theory to deepen students' real world data analytic skills. Students gain practical skills in extracting and manipulating data using statistical tools and applying probabilistic thinking to business problems. Students will learn how to use data to explain the performance of a business, evaluate different courses of action, and employ a structured approach to problem solving. Topics of study include statistical study design, process control, inference, regression analysis, time series, model building, probabilities and decision analysis. (3 credits)

TECH3003: Information Technology Management

Having gained a general understanding of the role of information systems in organizations, this course explores issues relevant to managing the information systems function. Drawing heavily on case study analysis, this supports the development of the critical thinking and analytical skills needed to identify opportunities, assess, plan and implement technology solutions to organizational objectives. Students

will also gain experience with some of the critical tools used to develop systems including process analysis tools. (3 credits)

TECH4004: Technology Trends and Implications

Artificial intelligence and related technologies have the potential to transform business to disrupt labour markets and like any tools, have significant potential impacts. But history has shown that the trajectory of technologies is often uneven, raising the question, how do you plan when you cannot predict. Building on students' understanding of technology foundations – both concepts and tools – this course will focus on disruptive technologies, the latest trends, and potential impacts in order to inform decision making. Because of the rate of change, the course readings will include seminal works on technology adoption and trends but focus on current industry reports and guest speakers. The course will also provide an introduction to the process of strategic foresight planning in contexts where conventional prediction is impossible. (3 credits)

DSGN4001: Culture and Design Thinking

This course provides an in depth and reflective understand of design from a business perspective examining the relationship between design, culture and commerce. It will explore ways in which products and services embed cultural identity and values. In addition to developing a better appreciation of the cultural context of business, students will learn how to apply design thinking techniques to problem solving in a business context. (3 credits)

DSGN4002: User Experience Design

The course aims to provide students with a strong understanding of the theory and practice of user experience design. Building on the established theories of human computer interaction as well as industry best practices, this course is focused on workshopping the principals of UX design through a series of structured activities. Students will be equipped to plan and executive UX projects and will be familiar with some of the processes and tools used. (3 credits)

OTHER COURSES: REQUIRED

HIST1001: Contemporary World History

This course provides an overarching view of world history during the twentieth and early twenty first centuries. By tracing the aftermath of the Industrial Revolution and imperialism and then the impact of two world wars, the Cold War, post-colonialism and globalization, the course gives students a sense of the forces behind the emergence of the global order we take for granted today. (3 credits)

PHIL1001: Critical Thinking: A Philosophical Perspective

Critical thinking is the use of reasoning powers to help determine what's true and false. This course introduces students to the branch of philosophy that studies critical thinking and its various applications. Students become acquainted with formal logic and the informal tools that can be employed to assess arguments from ordinary life. An important part of the course is identifying the kinds of logical errors we all make in order to avoid these errors in our own arguments, whether in writing or in speech. (3 credits)

ARTS2001: Arts and Contemporary Studies

This course provides an overview of contemporary art and culture. Students will read and discuss philosophical and conceptual frameworks that consider the ethics and politics of human experience. Students will be introduced to the seminal works of Walter Benjamin, Michel Foucault and Roland Barthes. (3 credits)

MGMT2006: Project Management

This course examines the principles of project management and the tools and techniques for planning and controlling projects drawing on the established Project Management Body of Knowledge (PMBOK) expected for certified project managers. (3 credits)

OTHER COURSES: ELECTIVE (CHOOSE 4)

POLI1001: Politics and Government Relations

Public policy shapes and reflects citizens' values and behaviours. This course will provide a deep dive into the processes which shape the creation of laws, policies and regulations including the policy development process, stakeholders, and advocacy techniques illustrated with case studies of significant policy changes. Students will learn more about government decision making processes and the implementation of policies and legislation. (3 credits)

POLI1002: Global Trends and World Politics

This course examines business from a global perspective by introducing students to the impact of world politics on global trends. The course is heavily oriented towards developing a critical understanding of world affairs and accordingly has a strong theoretical and conceptual focus that students apply to business. (3 credits)

PSYC1001: Psychology and Cognition

Building on theories of mind and critical thinking, this course will explore the different theories of brain and mind and how they shape human behavior and decision-making. Part philosophy, part biology and part psychology, this multi-disciplinary course will review seminal works on the brain, cognition, reason and choice and their implications. (3 credits)

COMM1002: Communications Theory and Practice

This course will explore the theories which inform modern communications practices and the ways in which they shape our views of, for example, the media. Communication is the process by which people interactively create, sustain, and manage meaning. Approaches to communications can be framed in a variety of ways – from functionalist perspectives which assume linear, measurable, and targeted transmission of messages, to political economy perspectives on the industrial interests that shape the business of communications, to constructivist approaches which focus on the subjective and interactive creation of meaning, to humanist approaches which view reason and communications as emancipatory. Crossing disciplines of psychology,

philosophy, sociology and economics, this course will build students' understanding of how meaning is created and shaped. (3 credits)

IND: Special Topics

This course is customized to emerging trends and students' specific interests and career aspirations and may focus on a deep dive into an issue, an industry, a function or process. A custom reading list will be developed in consultation with the faculty advisor along with a major paper or case. Small groups may participate, or the course may be run for individuals. (3 credits)

Policies

Policy 101: Admission to Undergraduate Studies

Policy 102: Academic Integrity

Policy 103: Grading, Undergraduate

Policy 104: Residency, Undergraduate

Policy 105: Student Status, Undergraduate

Policy 106: Grade Appeals

Policy 107: Grade Point Average, Undergraduate

Policy 108: Academic Standing, Undergraduate

Policy 109: Graduation and Distinction, Undergraduate

Policy 110: Transfer Credit, Undergraduate

Policy 113: Continuous Enrolment

Policy 114: Length of Completion

Policy 401: Student Virtual Learning and Information Technology Management

Policy 801: Student Code of Conduct

Policy 212: Student Protection

Guidelines and Practices for Course Delivery

ADMISSION TO UNDERGRADUATE STUDIES

Policy Number:	101
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	June 7, 2021
Effective:	June 2021

Purpose

The Admission to Undergraduate Studies policy defines the minimum requirements an applicant must fulfil to be considered for admission to undergraduate studies at International Business University. Admission is competitive and eligibility to apply does not guarantee admission.

Policy

Applicants to undergraduate degree programs must meet the minimum conditions for admission outlined in one of the following categories:

High School

Students entering from high school are required to have an Ontario Secondary School Diploma or equivalent with a recommended minimum average of 70% in six courses at the 4U or 4M level or equivalent including:

- Grade 12 English (ENG4U level or equivalent)
- Grade 12 Math (U/M level)
- Four other Grade 12 courses at the U/M level

Students entering from high school are required to provide:

- Official high school transcripts*
- A completed online application form.
- Proof of English Proficiency, if required**

Mature Students

A mature student is an applicant aged 19 or older on or before the commencement of the program, who has not achieved an Ontario Secondary School Diploma (OSSD) or its equivalent and has not engaged in formal education for at least 2 years before applying.

Mature students will be evaluated on the successful completion of courses at the post-secondary level or through proficiency assessments, and are required to provide:

- Official transcripts from all institutions attended*
- A completed online application.
- Resume
- Proof of English Proficiency, if required**

Other Post-Secondary Institutions

Students may enter after completing a two or three year college/university program and will be assessed for admission on case by case basis. Students entering from other post-secondary institutions may be considered for transfer credits.

Students entering from other post-secondary institutions are required to provide:

- Official transcripts from all post-secondary institutions attended*
- Detailed course descriptions, if applying for transfer credits
- A completed online application form.

IBU accepts international student applications only in the *Online PLUS* program. *Online PLUS* is a 100% online program and available at the comfort of your home.

To apply to *Online PLUS*, international students are required to provide:

- Official high school transcripts*
- Proof of English language proficiency**
- Completed online application.

International students enrolling in the *Online PLUS* do not require a study permit and do not qualify for PGWP.

*All official transcripts must be translated and notarized, if necessary. Original transcripts should be sealed, stamped, and sent directly from the issuing institution to Enrolment Services for evaluation.

**Applicants whose native language is not English and who have completed fewer than 4 years full-time in an English language secondary school system will need to provide proof of English proficiency.

ACADEMIC INTEGRITY

Policy Number:	102
Approval Authority:	Academic Council
Responsible Office:	Vice-President Academic
Approval Date:	February 8, 2021
Effective:	September 2021

Purpose

International Business University (IBU) seeks to provide a supportive environment that is conducive to learning, the pursuit of truth, the exchange of knowledge, intellectual development, and the general good of society. The standards of conduct outlined in this policy promote the academic integrity and scholarship of the university community by setting forth the university's expectations of student behaviour. These standards apply to all registered IBU students, whether attending classes on-campus or off-campus, as well as all student groups and organizations.

There are two categories of student misconduct: academic and non-academic. Non-Academic misconduct refers to breaches of standards of conduct as outlined in Student Policy 801: Student Code of Conduct. Academic misconduct refers to breaches of the standards in academic integrity and scholarship as outlined below.

The objectives of this policy are:

- to affirm IBU's belief that principles of honesty and fairness are integral to the education process;
 - to establish a code of behaviour for students that adheres to those ethical principles of honesty and fairness; and,
 - to provide a framework for the processes and penalties that may arise should that code be breached.
-

Policy 1. Student Offenses

Plagiarism: Presenting the ideas or work of another as one's own. This extends from concepts and ideas to physical documents and works. This also includes digitally transmitted assignments or examinations. Self-plagiarism or re-submitting one's own work that has already received academic credit elsewhere, is a violation, unless the student has received written permission from their instructor to do so.

Forgery: Altering, corrupting, or falsifying a document, physical or digital, to present false testimony or unverifiable information is a violation of the code of behaviour.

Fraud: To perpetrate any form of a lie, mistruth, or willing deception in relation to an academic event, examination, or assignment. For example, misrepresenting one's identity in an exam setting, or presenting unverified research or data and legitimizing it with an invented source.

Cheating: The use of any external assistance not expressly permitted by the instructor, in an exam, testing, or academic setting.

Contributing to Academic Misconduct: Offering essays, questions and/or answers to tests or exams, quizzes or other assignments. Allowing work to be copied during exams, tests or for other assignments.

Procedure Suspected Breaches of Academic Integrity

If a faculty member suspects a student of breaching the code of behaviour, the faculty member shall first, in writing, notify the student of the alleged infraction and invite a response or explanation from the student.

The student shall respond within three (3) days.

If the student provides a satisfactory explanation of their actions, the faculty member may decide that no infraction has occurred and end the matter.

If the student admits to the infraction, and the breach was minor or occurred at an assignment level, the faculty member may decide to limit the scope of the sanction to the assignment itself. For example, requiring the student to repeat the assignment, perhaps placing a penalty on the grade for the assignment.

If the student admits to the infraction, but the breach was major, was a repeat offense, or occurred at an exam or final grade level, the faculty member shall refer the allegation to the Dean. The student will be informed that the charge is being brought to the Dean, and a Disciplinary Meeting between the student, the faculty member, and the Dean will be scheduled.

If the student denies the charges, the faculty member shall refer the allegation to the Dean. The student will be informed that the charge is being brought to the Dean, and a Disciplinary Meeting between the student, the faculty member, and the Dean will be scheduled.

If the student does not respond to the charge within three (3) days, the faculty member will refer the allegation to the Dean. The Dean will then send written notice to the student, alerting them to the charge placed against them. A Disciplinary Meeting will be scheduled between the faculty member, the student, and the Dean.

Disciplinary Meeting

The purpose of a Disciplinary Meeting with a student is a type of arbitration. The meeting is led by the Dean. The accused student shall be advised that the Disciplinary Meeting is a formal procedure. Statements made may be recorded into the student's official record. The outcome and decisions that result are official. The student will be advised to seek counsel and may be accompanied by an advocate at the meeting.

If the student admits guilt to the charge, the Dean will decide on the appropriate penalty. The decision will be issued in writing. Once a penalty has been assigned, the matter will be closed. No further sanctions can be placed on the student regarding this incident.

Penalties resulting from a Disciplinary Meeting are limited, in their scope, to the class or academic discipline to which the offence is related. Examples are:

- An oral or written reprimand;
- The assignment in question receiving a partial grade or a grade of 0;
- The assignment being repeated, and its grade penalized;
- A reduction in the final grade received for the class in question;
- A failing grade given for the class in question; or,
- In the most severe cases, the Dean may insist on scheduling a Disciplinary Hearing, as penalties such as suspension or expulsion from the University may only result from those proceedings.

If the student denies the charge, and the Dean does not find there to be sufficient evidence against them, the Dean may decide to dismiss the charge. A record of the Disciplinary Meeting having taken place may be placed in the student's official record at the Dean's discretion.

If the student denies the charge, but there is sufficient evidence, the Dean will inform the student that a Disciplinary Hearing will follow. The Vice President, Academic will be informed and all parties involved will receive written notification of the scheduled hearing.

Once the facts of the case are organized, a report will be given to the Vice President, Academic and a Disciplinary Hearing will be scheduled.

Disciplinary Hearing

Disciplinary Hearings are called for when;

- The student is found guilty at a Disciplinary Meeting and wishes to appeal.
- The penalty sought by the accuser must be applied at the University level; or,
- The incident in question is a repeat offence.

Disciplinary Hearings involve a judicial committee appointed by Senate. The Senate will nominate four (4) members to sit on the committee, and enlist two (2) representatives from the student body. The Vice President, Academic presides over the committee as its seventh member.

The judicial committee presides over the hearing. All proceedings are official and the will be produced. Trial procedure is followed. The burden of proof is placed on those bringing the charges. The accused is under no obligation to testify, but may do so if they feel it will be to their benefit.

The case against the accused will typically be presented by the Dean who chaired the Disciplinary Meeting. The accused may choose to represent themselves or be represented by an advocate.

Statements are made and witnesses are called to be examined and cross-examined. The side bringing charges presents their case, in its entirety, first. The accused then makes their case, presenting statements and witnesses.

The deliberations of the committee are performed in the open and transcribed for the record. The committee may call witnesses back for clarifying questions.

An open vote is taken, guilty or not guilty. The four (4) committee members from the Senate vote first, followed by the two (2) student representatives. The Vice President, Academic makes their vote known only in the case of a 3-3 split vote.

If the decision is not guilty, the accused is acquitted. The matter is considered closed. No further action may be taken against the accused in regard to this incident. The Vice President, Academic may rule on whether or not any record of the proceeding stays in the student's official record. If the decision is guilty, the Vice President, Academic will assign the penalty.

GRADING, UNDERGRADUATE

Policy Number:	103
Approving Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	January 25, 2021
Effective:	September 2021

Purpose

The purpose of this policy is to establish appropriate, universally applied metrics for assessing student academic performance.

Policy

Grades reflect a student's grasp of the learning outcomes of a course. Most final grades must be submitted as percentages. Courses where work is solely evaluated through a practical exercise (problem, case, presentation) may be assessed with pass/fail grades.

Individual course assignments may be assessed with percentage grades or, in the case of practical exercises, with pass/fail grades.

Definition	Specific Letter Grades and GPA and % Equivalencies	Standard Required
A Excellent, outstanding, or superior: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations;	A+ (4.3) 90 – 100%	Outstanding: evidence of expertise in all key performance areas. The A+ is reserved for those few pieces of work and those rare overall achievements that are truly outstanding and exceed expectations.
	A (4.0) 85 – 89%	Excellent: evidence of at least mastery in all key performance areas and of expertise in most.
	A- (3.7) 80 – 84%	Superior: evidence of at least mastery in all key performance areas and of expertise in some.

evidence of extensive knowledge base.		
B Good: evidence of grasp of subject matter; evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature	B+ (3.3) 77 – 79%	Very good: evidence of mastery in all key performance areas.
	B (3.0) 73 – 76%	Good: evidence of at least competence in all key performance areas and of mastery in most.
	B- (2.7) 70 – 72%	More than competent: evidence of at least competence in all key performance areas and of mastery in some.
C Satisfactory: student who is profiting from the university experience; some evidence that critical and analytic skills have been developed; basic understanding of the subject matter and ability to develop solutions to simple problems in the material.	C+ (2.3) 67 – 69%	Competent: evidence of competence in all key performance areas.
	C (2.0) 63 – 66	Fairly competent: evidence of competence in most but not all key performance areas.
	C- (1.7) 60 – 62%	Basic competence: evidence of competence in some key performance areas.
D Minimally acceptable: some evidence of familiarity with the subject matter but evidence of only minimal critical and analytic ability.	D+ (1.3) 57 – 59%	Marginal performance: superficial ability but not competency in most key performance areas.
	D (1.0) 53 – 56%	Minimal performance: superficial ability but not competency in many key performance areas and deficient performance in some key performance areas.
	D- (0.5) 50 – 52%	Deficient performance: superficial ability in only a few key performance areas and deficient performance in many areas.

F Inadequate: little evidence of even superficial understanding of subject matter;	F (0.0) 0 – 49%	Failure: deficient performance in all key performance areas.
weakness in critical and analytic skills; limited or irrelevant use of literature.		
FNA Failure, non- attendance	F (0.0) 0	Student has been absent from most course meetings, has submitted no work for grading, and did not formally withdraw from course prior to published deadline. This grade is assigned when a student abandons a course without completing a formal withdrawal prior to the established deadline dates. This grade is counted as a failure in the calculation of grade point average
	Non-percentage grades	
Pass*	P	Student has met and mastered the goals, criteria, or competencies established for the assignment or course.
Fail*	F	Student has not met and mastered the goals, criteria, or competencies established for the assignment or course.

* Pass/fail grades on assignments are not included in the calculation of the final grade for the course and pass/fail grades for a course are not included in the calculation of a student's cumulative grade point average (CGPA). However, a student may be required to pass all pass/fail components of a course to earn credit for that course. Similarly, a student may not to progress through their program unless they have shown mastery of the competencies and knowledge included in pass/fail assignments or courses.

Other Course Performance Designations

AEG (Aegrotat): credit granted by a Dean, in consultation with the instructor, only under exceptional circumstances when there has been acceptable performance in a course and some coursework remains to be completed.

CHG (Challenge): transfer credit achieved through a successful course challenge examination.

CRT (Credit): transfer credit granted for an equivalent course completed at another post-secondary institution.

Temporary course performance designations

Temporary course performance designations are interim grades; these include:

DEF (Deferred):

A deferred grade is an interim grade assigned during the investigation of academic misconduct (as described in the Academic Integrity Policy). The DEF grade will be replaced by an official course grade upon resolution of the matter.

F-S (Failure – Supplementary):

Failure-supplementary is an interim grade for marginally failing performance that may be raised to a minimum pass if the student applies within 3 days of publication of the grade to write a supplementary examination prior to the end of the second week of classes of the next academic term. The F-S grade can be converted only to a D- or to an F, depending on performance. (The original F-S will remain on the student's record.) An F-S grade is calculated in the grade point average at zero grade points. The resulting grade point average is normally considered to be provisional until the end of the period during which the redeemable failure would be written.

INC (Incomplete):

An 'incomplete' designation may be assigned when coursework is incomplete, or a final examination has been missed due to documented medical or compassionate grounds.

An INC can be awarded only when some work remains to be completed and when the completion of the outstanding work or an alternate final examination may result in a passing grade. The outstanding work or alternate examination must be completed and submitted before the first day of classes of the following term.

The INC will be replaced by an official course grade when the work is completed. If the work is not completed by the deadline the INC will become a grade of F. The designation INC is not included in calculating the grade point average. An INC can be changed to an AEG by a Dean under exceptional circumstances.

Students must petition their instructor to receive an INC grade within 3 days of the missed final examination or final assignment deadline. Instructors awarding an INC grade must provide the student, within 7 days, with a written statement of the outstanding work to be completed and the date by which it must be completed (or the date of the alternate final examination). The instructor must also file a copy of this documentation with the appropriate Dean.

RESIDENCY, UNDERGRADUATE

Policy Number:	104
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	January 25, 2021,
Effective Date:	February 2021

Purpose

Although most courses offered at International Business University (IBU) are unique to the university, in some cases a student may be eligible to apply credits earned at another accredited post-secondary institution to their IBU degree. The Residency policy defines the minimum number of credits a student must fulfill through courses taken at International Business University to meet the requirements for IBU's undergraduate degree.

Policy

An undergraduate program at International Business University comprises a minimum of 120 credit hours. At least 60 of these credit hours, or 50% of the program, including the final term, must be completed in residence at IBU. 'Final term' refers to the final 5 courses (15 credit hours) required for program completion.

By exception and under extenuating circumstances a student may request the approval of their Dean to complete their final 3 credit hour course on Letter of Permission at another accredited post-secondary institution, subject to the overall residency requirement.

Online IBU courses are considered resident; approved transfer credits, credits awarded through course challenge and credits completed through exchange programs or on letter of permission do not qualify as resident.

UNDERGRADUATE STUDENT STATUS

Policy Number:	105
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	January 25, 2021
Effective Date:	September 2021

Purpose

The Undergraduate Student Status policy defines the minimum number of credits a student must take in any given term to be considered full-time.

Policy

Undergraduate degrees at International Business University consist of a minimum of 120 credit hours, offered over 8 consecutive terms. A standard full-time load for a student expecting to graduate at the end of their 8th term is 15 credit hours per term.

Students taking at least 60% of a full course load, a minimum of 9 credit hours a term, are designated as full-time. Students taking 3 or 6 credit hours in a term are considered part-time. Student status may change from term to term as the student course load changes.

The maximum course load permitted in any one term is 15 credit hours. Under extenuating circumstances and by exception, a student may request the approval of their Dean to register for one additional 3 credit hour course.

GRADE APPEALS

Policy Number:	106
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	January 25, 2021
Effective Date:	September 2021

Purpose

All students have the right to a fair assessment of their course activities, assignments and tests, based on the learning outcomes and evaluation criteria published in the course outline. This policy outlines the procedures a student must follow to demonstrate that they have not been fairly assessed.

Policy

A student may disagree with an individual assignment grade or a test grade in a course and/or the final grade assigned for the course.

Grades can only be appealed based on the work itself, on the grounds of a misapplication of evaluation criteria or a perceived calculation error. The result of a grade appeal can be a) a higher grade, b) the same grade or c) a lower grade.

In the case of an individual assignment or test result, the student must discuss the matter with their instructor within 5 days of the date the grade was posted in the learning management system. The onus is on the student to demonstrate to the instructor why their grade should be reassessed. If after discussion with the instructor the student still believes they have been unfairly assessed they may refer the matter, in writing, to the appropriate Dean, within 10 days of the date the grade was posted. The student must include any materials on evaluation criteria for the assignment or test with their written submission. The Dean may choose to discuss the case with the instructor and with the student before rendering a decision or may render a decision based on the evidence submitted. The decision of the Dean is final.

In the case of a final grade, the student must contact their instructor within 5 days of publication of the grade to discuss their concern. The student must be prepared to demonstrate why the grade should be reassessed. If the instructor does not respond to the student and/or the student believes the instructor has not granted fair consideration to their request, the student may submit a formal Grade Appeal and supporting documentation to the Office of the Registrar within 10 days of publication of the grade. The Office of the Registrar will forward the appeal to the instructor of the course in question and request a written response outlining the method(s) of evaluation used to determine acquisition of the learning outcomes of the course and how that method was applied.

The instructor must respond in writing within 10 days. The instructor's response will be forwarded to the student. If, within 5 days of the response being sent, the student contends that their grade is still incorrect, the Office of the Registrar will forward the grade appeal and all related documentation to the appropriate Dean. The Dean may choose to discuss the case with the instructor and with the student before rendering a decision or may render a decision based on the evidence submitted. The decision of the Dean is final.

GRADE POINT AVERAGE, UNDERGRADUATE

Policy Number:	107
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	February 1, 2021
Effective:	September 2021

Purpose

The Grade Point Average policy defines the calculation of grade point averages, which provide a consistent standard of assessment of academic performance.

Policy

Grade point average (GPA) refers to the average of the grade points earned by a student for all courses taken in one semester. Cumulative grade point average (CGPA) refers to the average of grade points earned by a student for all courses taken since admission.

An initial grade point average is not calculated until a student has received three or more course grades.

Cumulative grade point averages (CGPA) are used to assess overall academic performance and are also used as a criterion for academic awards and distinctions, for determining academic standing at the end of each semester, and for determining eligibility to graduate.

The grade point average is calculated as the sum of the products of course weights and earned grade points, divided by the sum of the course weights, and rounded up to the next higher second decimal place.

The designation FNA (failure, non-attendance) is included in the grade point average at zero grade points.

The designation F-S (failure -supplementary) is included in the grade point average at zero grade points until a final grade is assigned.

Repeat Courses

No course may be repeated more than twice. The grade earned for a repeated course is substituted for the previous grade in calculating subsequent grade point averages even if the later grade is lower, however all attempts are recorded on the academic transcript. If a previous attempt results in a passing grade, the course will count towards graduation requirements and both the passing grade, and the subsequent failing grade will be included in the cumulative grade point average.

Course Performance Designations Not Included in GPA

The following course performance designations are not included in calculating the grade point average: AEG, CHG, CRT, DEF, INC, as well as non-percentage grades of P and F.

ACADEMIC STANDING, UNDERGRADUATE

Policy Number:	108
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	February 1, 2021
Effective:	September 2021

Purpose

The Academic Standing policy defines the methods used to assess the academic performance of undergraduate students at International Business University (IBU), the academic standings to be assigned based on these assessments, and the consequences attendant on each academic standing.

Policy

Student academic performance is determined by cumulative grade point averages (CGPA) and/or semester grade point averages (GPA) and is assessed at the end of every semester (see Academic Policy 107 Grade Point Average). An initial grade point average is not calculated until a student has received three or more course grades. Students who have completed one or more courses in subsequent semesters are assigned one of the following academic standings: 'clear', 'probationary', 'required to withdraw' or 'permanent program withdrawal'. The assigned standing determines whether students are eligible to continue their studies in their program as well as the conditions under which they may continue, if any.

Students who have committed non-academic misconduct may also be assigned a standing of 'disciplinary suspension.'

Academic Standings

Clear:

Students are assigned 'clear' standing when their cumulative grade point average (CGPA) is 2.0 or greater. Students with clear standing may continue in their program without any conditions.

Probationary:

Students with a cumulative grade point average (CGPA) of 1.0 to 1.9 are placed on academic probation. Students with probationary standing must meet with their Dean and sign a probationary contract which outlines a specific plan of study and may include recommendation(s) to attend support session(s) offered by the university. At the discretion of the Dean, attendance at specific support sessions may be mandatory.

Students with probationary standing are not eligible to register for a full course load; the number of credits they may take in their next semester will be determined by their Dean and included in their contract.

Students who have not signed a probationary contract within two weeks of notification of their standing will be deregistered from any future classes and withdrawn from their program. Their academic standing will be changed from 'probationary' to 'required to withdraw'.

To be eligible to continue in their program, students with probationary standing must achieve a grade point average (GPA) of 2.0 or higher in their next semester of attendance, as well as fulfill all terms of their probationary contract. Failure to achieve a grade point average (GPA) of 2.0 or higher in their next semester of attendance, or failure to fulfill all conditions of their probationary contract, will result in the student being required to withdraw from their program.

Students with probationary standing who meet the requirement of a minimum 2.0 GPA in their next semester of attendance and have fulfilled all terms of their probationary contract may continue in their program with probationary standing until they have raised their CGPA to 2.0 or higher and are eligible to continue with clear standing. A new probationary contract is required for each semester taken while on probation.

Required to Withdraw (RTW):

Students will be required to withdraw from their program for any of the following reasons:

- A CGPA of less than 1.0 (except students enrolled in their first semester); or
- A semester GPA below 2.0 while on probation; or
- Violation of a probationary contract (including unauthorized changes to the contract or failure to negotiate a probationary contract).

No student will be required to withdraw at the end of their first semester at IBU. Students with a GPA of less than 1.0 in their first semester will be assigned probationary standing and advised regarding their prospects for success.

Students required to withdraw from their program will not be eligible for reinstatement in their program for a minimum twelve-month period. Students who are reinstated will be placed on probation and will be required to sign a probationary contract with their Dean.

Students who fail to meet the terms and conditions of their probationary contract will be permanently withdrawn from their program

Permanent Program Withdrawal:

Students will be permanently withdrawn from their program for any of the following reasons:

- Academic performance resulting in 'required to withdraw' standing for a second time; or
- Failure of a course required by their program for a third time; or
- Failure to meet the terms of a probationary contract following reinstatement after a 'required to withdraw standing'.

Non-Academic Standing

Disciplinary Suspension:

Students who have been placed on disciplinary suspension for non-academic misconduct will not be permitted to register for any course at the university during their period of disciplinary suspension. Students who have served their period of disciplinary suspension must contact their appropriate Dean to request reinstatement.

GRADUATION AND DISTINCTION, UNDERGRADUATE

Policy Number:	109
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	February 1, 2021
Effective:	September 2021

Purpose

The Graduation and Distinction policy describes the minimum conditions a student must meet to be awarded an undergraduate degree at International Business University (IBU), as well as the criteria for graduation with distinction.

Policy

Graduation

Programs at IBU consist of 120 credit hours and can be completed within 8 consecutive semesters. Students taking less than a full course load must complete their program within a maximum of 16 consecutive semesters. The maximum number of semesters permitted is prorated for students granted transfer credit.

To be eligible to graduate, students must have met the following conditions:

- successfully fulfilled all program requirements, as published the year of their admission to the program.
- have a 'clear' academic standing.
- achieved a cumulative grade point average of 2.0 or higher in all graded courses.
- completed the program within their maximum allowable semesters.

Graduation with Distinction

Students graduating from an undergraduate degree or diploma program with an overall cumulative grade point average of 3.7 or higher will graduate "with Distinction". This academic distinction will be recorded on their academic transcript and on their diploma.

TRANSFER CREDIT, UNDERGRADUATE

Policy Number:	110
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	February 22, 2021

Purpose

International Business University (IBU) endorses the Council of Ontario Universities' *General Principles on the Transfer of Credit* and the principles of the *Pan-Canadian Protocol on the transferability of University Credits developed by the Council of Ministers of Education, Canada*. IBU supports student mobility and affirms that students should not be required to unnecessarily duplicate courses. The Transfer Credit policy outlines the parameters under which credit may be granted for work completed outside of an IBU undergraduate program.

Policy

Transfer credit may be granted for a) undergraduate courses previously completed at another accredited post-secondary institution, b) experiential learning not acquired through formal education (course challenge), c) courses completed by an IBU student on letter of permission at another accredited post-secondary institution and d) courses completed through an approved student exchange program. The approval of transfer credit is subject to degree, grade and program requirements, including the overall residency requirement (See Academic Policy 104: Residency, Undergraduate). As programs may mandate that specific required courses be completed at IBU, eligibility to submit an application for transfer credit does not guarantee approval of the request.

a) Transfer Credit for Previous Studies

At the time of admission, students may apply for transfer credit for undergraduate level courses they have already completed at another accredited post-secondary institution. Courses whose credit weight, content and learning outcomes are equivalent to courses required for an IBU undergraduate program will be considered for transfer. Courses deemed appropriate for the elective requirements of an IBU program may also be considered.

To be eligible for consideration, courses must have been completed with minimum grades equivalent to the IBU grade of C / 63% (see Academic Policy 103: Grading, Undergraduate).

Official transcripts and full course outlines must be submitted with each application for transfer credit. Official academic transcripts must be sent to IBU's Office of the Registrar directly from the issuing institution.

Applications for transfer credit must be submitted within 12 months of the beginning of the student's semester of admission.

Approved transfer credits will be noted on the student's IBU academic record and included in their program. Original grades received for the transferred credits will not be recorded, nor will the transfer credits be included in calculation of grade point average.

b) Challenge Credit

To receive credit for learning acquired informally through work and life experience, a student who believes they have already met the learning outcomes of a course may submit a request for course challenge. A request for course challenge, accompanied by the required fees, must be submitted before the end of the first week of classes of the course in question. The student will then be required to meet with their Dean to provide evidence of their grounds for the course challenge. If the Dean grants approval for the course challenge to proceed a faculty member will be assigned to assess the student's knowledge of the course matter and fulfillment of the learning outcomes. This assessment may include an interview, an assignment and/or an examination. Credit will only be granted if the assessment determines the student's work is equivalent to at least an IBU grade of C / 63%. In the case of a successful challenge, the course will be recorded on the student's academic transcript as challenge credit with a grade of P (Pass); this grade will not be included in the student's grade point average. If the challenge is unsuccessful, a notation to that effect will be noted in the student's records. Students may not challenge a course in which they have previously been enrolled at IBU or any other institution, nor a course which they have previously unsuccessfully challenged. Not all courses may be challenged.

c) Letter of Permission

An IBU student with clear standing may request permission to take a course at another university for credit towards their IBU program. The course must be relevant to the student's program. A full course outline must be submitted with the request for letter of permission and the required fee at least 6 weeks before the start of classes and before the student registers for the desired course. If the request for letter of permission is approved, the course will be recorded on the student's transcript and the final grade will be recorded as Pass or Fail. The grade will not be included in the grade point average. On completion of the course, the student must make arrangements to have an official transcript sent to IBU. Non-receipt of an official transcript for an approved letter of permission will result in a designation of the course as failed (F). Approval of a letter of permission does not guarantee enrolment.

d) Exchange Programs

Students with clear academic standing may submit an application to complete a full-time semester at another university offering a program similar to their IBU program. Applications will be considered regardless of whether IBU has developed a formal agreement with the other university. Full course outlines must accompany the application. On completion of their exchange program, students must make arrangements to have an official transcript sent to IBU. The final grades will be recorded in their student record as Pass or Fail and will not be included in the grade point average. Non-receipt of an official transcript for an approved exchange program will result in a designation of the courses as failed (F).

CONTINUOUS ENROLMENT

Policy Number:	113
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	June 7, 2021
Effective Date:	June 2021

Purpose

This policy provides guidelines for retaining the student status at IBU and defines the time frame that a student can be away from the program on a continuous basis.

Policy

Students who have been absent from study at IBU for a period of over 12 consecutive months since their last attendance at the university will be required to seek re-admission regardless of whether they are seeking to pursue their original program or enter a new program of study. A student's extended absence from IBU may have been due to taking a leave of absence, undertaking a voluntary withdrawal, or being required to withdraw. In all three cases, once the student is re-admitted to their original or a new program of study, they will follow the regulations in the academic calendar for the year in which they resume study at IBU.

LENGTH OF COMPLETION

Policy Number:	114
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	June 7, 2021
Effective Date:	June 2021

Purpose

This policy provides guidelines for the completion timeline of the Bachelor of Commerce (Honours) in International Management and Technology program at IBU.

Policy

The Bachelor of Commerce (Honours) in International Management and Technology program is a 120-credit four-year degree program offered over 8 Semesters. Students may complete the program in under 3 years as the University operates on a continuous enrolment basis. Students are required to complete the program within seven years of starting their first class. If a student needs longer than the stipulated time to complete the program, they may apply for an extension. Such an extension will only be considered in extraordinary circumstances and needs to be reviewed and approved by the Dean of the Program. If the extension is denied, the student will be dismissed from the program and will need to reapply for admission. Students' prior completed course work will be reviewed, and re-admission will be subject to the curriculum and graduation requirements in place at the time of re-applying.

STUDENT VIRTUAL LEARNING AND INFORMATION TECHNOLOGY MANAGEMENT

Policy Number:	401
Approval Authority:	Academic Council
Responsible Office:	Vice-President Academic
Approval Date:	February 22, 2021
Effective Date:	September 2021

PURPOSE

This policy provides guidelines for managing the digital components of academic life at IBU. These guidelines are as fluid and evolving as the technologies they govern. However, at its core, this policy is intended to:

- Set a standard, consistent with our academic mission and vision, for deploying technology at IBU.
- Provide an expectation of conduct and behaviour when using electronic resources at IBU; and,
- Establish specific regulations regarding e-learning and electronically submitted academic work.

RESOURCES

2.1 Electronic resources at IBU include, but are not limited to:

- Hardware, computers, mobile devices, network routers, digital storage devices.
- Servers and databases both local and remote, i.e., 'in the cloud';
- Proprietary software and data management systems.
- Third party software licensed by IBU for student and faculty use; and
- Social media accounts registered to or managed by IBU.

2.2 Policies governing the use of electronic resources at IBU apply to all users, be they students, teachers, administrators, non-academic staff, guests, or vendors.

2.3 Usage of electronic resources at IBU shall be in compliance with any applicable laws and regulations, as well as any applicable IBU policies. Usage is limited to individuals who have been given authorization by the University, and only for the intended purpose under which the authorization was granted.

Specific violations include, but are not limited to:

- Using a false electronic identity or allowing another to falsify their identity as yourself;
- Accessing data or electronic resources without authorization;
- Intentionally introducing viruses or malicious code or software into IBU's electronic resource systems;
- Harassment in any form: bullying, threats, deception, stalking, DDoS, 'phishing,' etc.; and,
- Software piracy or theft.

2.4 Violations of this policy are enforceable by the Office of the Vice President, Academic and Academic Council. Penalties may include loss of access to IBU's electronic resources, which may affect academic standing at IBU. They may also include suspension or expulsion from the University, termination of employment, financial penalties, or legal action.

PRIVACY

3.1 Users of electronic resources have a reasonable expectation of privacy regarding personal information and data stored on IBU systems.

3.2 Users of electronic resources **do not have complete** privacy regarding personal information and data stored on IBU systems. With appropriate administrative or legal authorization, electronic resources at IBU may be examined to assist in investigations regarding suspected academic fraud or illegal activities.

VIRTUAL LEARNING

4.1 Teachers at IBU may employ a variety of electronic resources over the course of their lessons. Examples include electronically submitted assignments, virtual discussions, or remotely proctored quizzes or exams. As technology evolves and new learning opportunities are enabled, new techniques may be introduced. The use of electronic resources in IBU coursework will be periodically audited by the office of the Vice President, Academic, ensuring its use is consistent with the University's mission and vision and in accordance with other academic policies.

4.2 During the admittance and registration process, students will be informed of any technology or devices that may be required in order to complete their coursework. The process will also highlight electronic resources provided by IBU on campus, such as computer labs and workstations designated for student use.

4.3 The academic integrity of electronically submitted work will be protected by various methods.

4.3.1 IBU can employ a proprietary access login system for all electronic resources. Students and faculty will be assigned accounts with user-generated passwords. Any interaction with IBU's electronic resource system may be tracked and documented.

4.3.2 Teachers may require virtual discussions via camera. Students will be informed in advance should a course require access to a web-camera.

4.3.3 Teachers can monitor changes in student output. Drastic changes in academic performance or writing style could warrant an audit of electronically submitted student work.

4.3.4 Quizzes and examinations taken electronically from a remote location may be proctored via camera. Students will be informed in advance should a course require access to a web-camera.

4.3.5 Virtual assignments, quizzes, and examinations may be timed. They may also be scheduled and available for a limited window of time.

4.3.6 Students and faculty may be required to provide personal information, such as an address or birthdate, in order to confirm their identity.

4.3.7 Teachers may employ third-party technology to screen assignments for plagiarism.

STUDENT CODE OF CONDUCT

Policy Number:	801
Approval Authority:	Academic Council
Responsible Office:	Vice-President Academic
Approval Date:	January 25, 2021
Effective Date:	February 2021

Purpose

International Business University (IBU) seeks to provide a supportive environment that is conducive to learning, the pursuit of truth, the exchange of knowledge, intellectual development, and the general good of society. The standards of conduct outlined in this policy promote the safety and welfare of the university community by setting forth the university's expectations of student behaviour. These standards apply to all registered IBU students, whether attending classes on-campus or off-campus, as well as all student groups and organizations.

There are two categories of student misconduct: academic and non-academic. Academic misconduct refers to breaches of academic integrity and scholarship, as outlined in Academic Policy 102: Academic Integrity. Non-academic misconduct refers to breaches of the standards of conduct outlined below.

Policy Standards of Conduct

Students are expected to respect the rights, dignity and well-being of all other members of the university community and their guests.

All members of the university community, including students, must abide by the policies, rules, and regulations of the university and by municipal, provincial, and federal laws.

All members of an academic community, individually and collectively, have a right to express their views publicly on any issue; however, all such expressions must be peaceful and orderly; conducted in a manner consistent with university policies; and in such a way that university business and respectful academic discourse are not unduly disrupted. Moreover, students must clearly indicate that they are speaking as individuals or representing student organizations and not for or on behalf of the university community.

Each student is vested with the following responsibilities:

- To abide by the laws of Ontario and of Canada.
- To review and abide by the above Standards of Conduct and all other university policies and procedures.
- To maintain their university e-mail address and respond to any notifications sent directly to them. All correspondence between the student and the university must be done using this e-mail address.

- To maintain their local contact information (address and telephone number) and update it at the beginning of each semester when they are an active student.
- To carry their student ID card with them at all times and present it as requested by university staff or faculty when using university property, including but not limited to study areas, classrooms, libraries, and administrative offices.

Non-Academic Misconduct

All complaints of breach of the above Standards of Conduct must be submitted to the Office of the Vice-President, Academic in writing. A student charged with breach of one or more of these standards will receive written notification of the charge, including the date and time of their Student Misconduct Hearing. The hearing will proceed whether or not the student and/or complainant are in attendance.

Students have the right to a fair and impartial hearing.

Conduct which will not be tolerated, and which is subject to sanction includes, but is not limited to, the following:

- 1) Abuse of Others
 - Verbal, written, graphic, or electronic abuse.
 - Harassment (defined as repeated and/or continuing unwanted behaviour), coercion, or intimidation of an individual or group, either directly and/or indirectly
 - Inappropriate behaviour that is motivated in whole or part by bias as defined by the Ontario Human Rights Code
- 2) Abuse of Property
 - The unauthorized use or misuse of ATM, phone, or credit cards; cheques; ID cards; or computer systems
 - Damage or destruction of property
 - Forcible access to property
 - Possession of stolen property
 - Attempted or actual theft of property, identity, or services
- 3) Dangerous Weapons
 - Possession or use of items that could be used or are used to threaten another individual with physical harm. Such items include but are not limited to nunchaku (karate sticks), pepper spray or mace, switchblades, knives, fake guns, Tasers, BB guns, fireworks, ammunition, explosive devices, or firearms, except under official supervision as part of a recognized student activity.
- 4) Disorderly Conduct
 - Inappropriate, disorderly, or disruptive conduct that discredits IBU and its programs. Examples include, but are not limited to, disruptive behaviour in the classroom or use of profanity.
- 5) Drug Related Offences

- Possession or consumption of illegal drugs, prescription medications belonging to another individual, or over-the-counter substances, nitrous oxide, or other available substances to induce a mind-altering state.
 - Possession, use, manufacture, distribution, or sale of drug paraphernalia or other items used in preparing or consuming illegal drugs. Distribution, sale, or manufacture of drugs.
- 6) Endangering Behaviour
- Conduct demonstrating that the student constitutes a threat to self or others, or to the proper functioning of the university, including but not limited to threats, excessive consumption, bypassing security measures, dropping items from a window, and using any item to cause fear and intimidation and/or injury to another.
- 7) Alcohol Related Offences
- When attending university functions, responsible use of alcohol is permitted. Consumption of alcohol on university premises at other than university functions is forbidden.
 - Being under the influence of alcohol while on university premises or attending off-site university functions is prohibited unless attending a university function where alcohol is authorized.
- 8) Failure to Comply
- Failure to comply with or violation of the terms of an imposed disciplinary sanction.
 - Failure to follow the reasonable directions of university officials (including public safety officers and faculty and staff at IBU), law enforcement agents, cooperative work assignment employers, or officials at other colleges and universities that are necessary for the proper conduct of the university and university community.
- 9) Misrepresentation of Information
- Falsification, distortion, or misrepresentation of information to the university or its officials (including public safety officers and faculty and staff at IBU), law enforcement agents, cooperative work assignment employers, or officials at other colleges and universities, that is intended to mislead in investigations or administrative processes or could adversely affect the mission of the university.
- 10) Misuse of Electronic Resources
- Misuse of electronic systems or methods (for example, e-mail, “hacking,” and so on) to steal, misrepresent, threaten, harass, or bully (including on-line aggression or cyberbully), or violations of the institution’s electronic use policies and/or any other computer or system use.

Sanctions

Sanctions that may be imposed on a student found guilty of non-academic misconduct include, but are not limited to, the following:

- A reprimand
- Community service
- A requirement for restitution (either monetary or in kind)
- A restriction on campus activity

- Disciplinary probation
- Suspension
- Expulsion

Sanctions of suspension or expulsion will be recorded in the official student record. All other sanctions will remain confidential and will only be recorded in the confidential 'Non-Academic Misconduct' files of the Vice-President, Academic.

Decision-making Authority

The Vice-President, Academic (or delegate) is responsible for administration of the Non-Academic Misconduct Policy as well as the Student Misconduct Hearing. The findings of the Student Misconduct Hearing are binding.

If the Vice-President, Academic (or delegate) deems the student to be a risk to the safety or security of any member of the university community, they may suspend the student immediately, pending the outcome of the hearing.

Procedure

Each IBU Student can expect:

- Written notification of any and all alleged non-academic misconduct within a reasonable period of time from the filing of the complaint or incident report pertinent to those allegations. This notification will state the date, time, and place of the administrative hearing. The date, place of incident, and the name of the complainant will also be included.
- The opportunity to reschedule a hearing date up to one (1) business day prior to the hearing, due to academic or other reasonable conflicts.
- To request that an administrative hearing be suspended after the presentation of evidence the student desires to re-evaluate their responsibility for the charges.
- To choose not to attend their hearing. The hearing will however proceed without the respondent's presence.
- To receive the decision letter within a reasonable period of time from the conclusion of all hearings pertinent to the case.

The following procedural rights apply to all students:

- To review all written information pertinent to their case a minimum of one (1) business day prior to their designated hearing.
- To question witnesses, to produce witnesses on their own behalf, and to present substantiating information and written personal statements on their own behalf. Witnesses are defined as individuals who were present at the incident in question and/or have information pertinent to the incident in question.
- To choose an advisor to serve as a guide throughout the process.

The decision of the VP Academic is final.

STUDENT PROTECTION

Policy Number:	212
Approval Authority:	Board of Directors
Responsible Office:	Office of the Registrar
Approval Date:	February 21, 2021
Effective Date:	September 2021

Purpose

The purpose of this policy is to ensure the protection of students and set out the University's measures and practices to prevent and respond to harm, or risk of harm, for all students.

Policy

Students will be informed of all rights and responsibilities they are subject to as students at IBU.

Public Reports

IBU is committed to informing, communicating, and advising current and prospective students in an open and transparent manner. There are multiple levels of oversight to ensure that public reports, materials, and advertising are thorough, accurate, and truthful.

IBU shall disclose its program approvals, accreditations and all affiliations and partnerships in its Academic Calendar. IBU shall include its website address in all advertising to permit the public to develop a thorough understanding of the institution. IBU is committed to ensuring all pertinent information regarding the organization, its governing policies, and the programs it offers is published in the Academic Calendar and is made readily available on the institutional website. Specifically, this will include the organization's mission statement; organizational history and organizational structure, including academic governance structure; a description of its program and courses offered; and the credentials of faculty, Directors, and senior administrators.

Student Awareness of Policies

Upon admission into a IBU program, an official letter of acceptance shall be sent to the student along with a copy of the Student Handbook and an Academic Calendar. Information regarding tuition, scholarships and other financial assistance as well as Policies regarding the payment of fees, ancillary charges, withdrawals, and refunds will be available on the website and through the Registrar's office and will be presented to the student during the application and admissions stage. IBU may make modifications to its policies and to the Academic Calendar or add new policies at any time without notice and accordingly it is students' responsibility to review the IBU's website regularly.

As part of their conditions of acceptance, Students will be required to sign a registration agreement stating that they have read, understood, and agree to abide by the stated policies and procedures in the current Academic Calendar, which includes the Student Code of Conduct and institutional policies

regarding admissions, credit transfer, entrance exams and prior learning assessments, grading, method of course delivery, academic honesty, intellectual property rights, student dismissal, student support and services, tuition and fee payment, financial supports, withdrawals and refunds, institutional closure, and student support services.

Student Support Services

Part of IBU's commitment to student support is a suite of support services to be offered to all IBU students. These services include:

- Academic Counselling, to ensure that students are provided assistance with navigating and interpreting IBU's competency-driven learning models.
- Career Counselling, to provide students with extensive career development opportunities, including workshops for CVs, mock interviews, and other supports.
- Tutoring, to provide workshops and support services for students to ensure that they have help with mastering the basic mathematical, communications, and writing skills to succeed at IBU.
- Accessibility services, to provide support for students with visible and non-visible disabilities, and to provide counselling and accessibility accommodations as provided; and
- Dispute Resolutions, to ensure that students have a clear means for addressing grievances in a fair and professional manner.

Security of Academic Records

IBU recognizes the importance of protecting the privacy of individuals whose personal records are in our custody. IBU will follow established principles and procedures for responding to requests for access to records held in the offices of the institution in accordance with its Privacy Policy.

Payment Schedule of Fees and Charges

Academic tuition and fees will be determined annually. Fee structure, tuition rates, and payment due dates are published in the Academic Calendar. Students are responsible for the payment of all required fees for the programs and courses in which they enroll and to be aware of fees, payment deadlines, drop dates and refund deadlines. IBU collects tuition and fees on a per-semester basis.

Scholarships and Other Financial Assistance

In the first few years, IBU students will not be eligible to receive funding through the Ontario Student Assistance Program (OSAP). However, IBU will offer limited number of scholarships and financial assistance to its students in the form of entrance scholarships, crown ward tuition waiver, financial aid and payment plan arrangements.

Student Dismissal

Student dismissal may occur on the grounds of general misconduct or academic infractions. Policies and procedures regarding student dismissal and their procedural rights during a dismissal decision can be found in the University's Dispute Resolution Policy.

Withdrawal and Refunds

Any student who gives written notice to the University within two days of having signed a registration agreement that he or she rescinds that agreement, will be refunded 100% of all fees paid for the period of registration. Any student who gives written notice, but more than two days after signing a registration agreement, that he or she does not intend to begin a program, or who, without providing

written notice, does not attend the first ten consecutive days of the program, will receive a full refund of all fees paid, less an administration fee in the amount of \$250 CAD.

Any student who withdraws from a program, or part of a program, prior to the midpoint in a semester (generally the 7th week of term) is entitled to a refund equal to the proportion of tuition not yet earned by IBU, less an administrative fee in the amount of \$250 CAD. Students who withdraw after the seventh week of a semester, shall forfeit the right to any refund in tuition or other fees for that semester. IBU will refund in full the tuition fees for the period for which a student is currently registered, for a program or part of a program that is discontinued or suspended.

Information on Online Learning

Students will be provided with comprehensive instruction and support for using any of IBU's online learning platforms. Upon admission, students will be directed to the University website and provided with information on how to log in and register for the online learning platform.

GUIDELINES AND PRACTICES FOR COURSE DELIVERY

International Business University (IBU) proposes to provide two methods of delivery in the Bachelor of Commerce program: technology-enhanced (i.e., in-class lectures with blended virtual delivery) and virtual (i.e. the entire course is delivered online, with both synchronous and asynchronous elements). This enables students to study continuously on-campus, remotely or in a blended format (a combination of both).

These delivery methods are all consistent with the university's mission to build an innovative learning culture that ensures its graduates enjoy professional careers that are both personally rewarding and contribute to the betterment of society. This document outlines the guidelines and practices that will be associated with both methods of delivery. The university's formal Virtual Learning and Information Technology Management Policy is included as Policy number 111.

The university's delivery methods will support and complement the university's strategic purposes in four ways:

- provide a superior educational experience.
- offer exceptional access not only in terms of ease and convenience but also by students' sense of connectivity and community.
- offer all the University's present and future programs or parts of programs virtually to domestic and international students in Canada and around the world during and after the Covid 19 pandemic. Cognizant of the recent experience that all universities are offering courses primarily remotely and online as the most effective tool in keeping student retention and maintaining continuing access to learning, the University will follow suit, and
- aid in the preparation of consistent and high-quality learning materials that can be used in all possible delivery formats used by the university.

In addition to for-credit certificates leading to IBU degree programs, IBU may offer in- class and virtual not-for-credit certificates, diplomas and courses approved as part of their continuing, professional and executive education programming. Not-for-credit certificates require in-depth knowledge in a particular subject area and comprise a coherent sequence of courses. They should adhere to the same standards of excellence that are expected of all IBU program offerings. Certificates, diplomas, courses, micro credentials and badges must meet institutional and divisional criteria with respect to quality assurance including any academic program review process.

The relevant guidelines and practices pertaining to the delivery of courses are organized under the six headings below.

1. Student Preparation and Orientation
2. Course Management System
3. Accessible Technical Assistance for Students and Faculty
4. Hardware, Software, and Technological Resources and Media
5. Academic Community Policies
6. Faculty Preparation and Orientation

1. Student Preparation and Orientation Technology Requirements

The university will post and publish minimum system requirements in all pre-admissions and registration materials associated with the delivery of its courses.

My IBU

A web-based environment known as My IBU will be available to students and faculty to provide a single point of access to all courses, campus community and other information. This environment will include the Course Management System, Student Services, Faculty Services, and specific forms, resources, and other information.

My IBU will provide opportunities for students to interact in the following ways:

- Virtual Student Lounge
- Virtual Campus Help
- Virtual Textbook Exchange
- Career Information Exchange

My IBU will also provide access to the following virtual university services:

- Bookstore
- Campus News
- Library
- Student Services
- Student Finance

My IBU will be developed, integrated and maintained by the IT Director. It will integrate custom-made and third-party software and services, including the learning management system Canvas and as well as the integrated learning software Connect, which accompanies McGraw Hill texts.

Student Orientation

All IBU students will be enrolled in the Virtual Learning Orientation Course. This course will be designed and maintained by the IT Director in collaboration with the Instructional Designer. The purpose of the orientation course will be to help students (and faculty) use electronic resources effectively, and to guide users through set-up and configuration of their systems to identify and address common issues before they become support issues, and before they impact a learning session.

Access to Course Materials

Once a student enrolls, they will gain access to the virtual course materials. All courses will use the same standardized course template.

Library

All students will have virtual access to the Library by way of My IBU. IT personnel will be available to provide assistance to students who may experience technical problems when accessing the Library. The librarian will be available to assist students in locating appropriate reference and resource material.

2. Faculty Preparation and Orientation

Faculty will be responsible for becoming familiar with the Canvas learning management system as well as with McGraw Hill's Connect in those cases where the course(s) they teach use a McGraw Hill text. In addition, faculty members will be expected to make every effort to keep up to date with the evolving technology used by the university in the delivery of its courses. The Instructional Designer will provide an orientation session to new faculty members who are unfamiliar with the technology.

Faculty Orientation

Newly appointed faculty will be provided with a detailed orientation to introduce them to the technology and best practices associated with technology-enhanced and virtual delivery.

Faculty will also be enrolled in a special orientation course which will provide instruction on how to use virtual resources effectively. Faculty will be guided through set-up and configuration of their systems and will be instructed on how to identify and address common issues before they become support issues, and before they impact a learning session.

The special faculty orientation course will help faculty members to better manage their classes and achieve the desired learning outcomes. As part of this, all faculty members will have access to a Faculty Handbook that includes advice on how to redirect technical support issues, and how to encourage students to use the services provided by the university.

Faculty Guidelines for Best Practices in Instruction General Faculty Responsibilities

Faculty members will be responsible for the following aspects of course delivery:

- ensure that all assignments/reports/exams etc. are graded and returned to the student (if appropriate) prior to the due date of the next assignment.
- respond to student inquiries within a twenty-four hour period;
- facilitate and monitor any scheduled group discussions. Faculty are encouraged to become actively involved in the group discussions by providing feedback and opinions;
- provide final letter grades for all students within the posted deadlines;
- post a 'farewell message' on the course's Canvas site and monitor communications from students for three days following the official submission of marks. The intent of this guideline is to ensure that students who wish to discuss their mark in a course will have access to the professor; and
- participate in the end of course review with the Dean.

Responsibilities of Faculty—Before the Course Begins

1. Notify the Instructional Designer should they encounter any errors, unclear text information or dated information in the course.
2. Submit all updates, corrections, or modifications to the syllabus, assignments, quizzes, final paper/exam/project details to the Instructional Designer. A minimum of four weeks lead time is required. All changes to course materials will be subject to approval by the Dean.
3. Establish due dates for assignments and discussions, if not previously done.

Responsibilities of Faculty—Once the Course is Underway

1. Check and respond to email at least once a day (within twenty-four hours).
2. Check any discussion forums and respond to questions or comments at least once every day. It is Institute policy to respond to students within one business day.
3. Lead the discussions and encourage equal participation by all students.
4. Monitor the activity of all groups (if any).
5. Intervene occasionally to stimulate discussion or improve class dynamics.
6. Review and return student assignments with feedback, grading them if they are graded activities. Professors will be encouraged to use an MS Word feature called “Track Changes” on alternate program to insert their comments into students’ assignments before returning them in Canvas.

Course Review/Faculty Feedback

Students will complete Instructor/Course surveys at the end of each course. The results of these surveys will be provided to the faculty member and the Dean may review survey results with individual faculty members. Faculty will have a chance to provide feedback to the Dean on how to ensure that required textbook(s) and resources remain relevant and timely. During this process, they may make recommendations about texts and materials.

Canvas and Connect make it possible to actively monitor courses in progress. On an ongoing basis course delivery will be monitored to ensure that each faculty member responds to student enquiries in a timely manner and provides adequate feedback to students on assignments. This proactive form of evaluation will provide the opportunity for the Dean to identify and discuss any issues with a faculty member.

Role of Instructional Designer

The Instructional Designer will work with faculty to develop all new courses, whether technology-enhanced or virtual, following a prescribed template. With the IT Director, the Instructional Designer will provide comprehensive support for faculty as they prepare and deliver their courses.

3. Course Management System Technical Description

The university will use Canvas as its Learning Management System. This LMS will provide extensive functionality:

Learner Tools Communication Tools

- Discussion Forum (includes email notification, RSS feeds)
- Discussion Management (includes participation tracking tools for instructors)
- Drop Box
- Internal email or forwarding
- Real-time Chat

Productivity Tools

- Calendar/Progress Review
- Student Gradebook View
- Searching Within Course Discussions
- Orientation/Help/Tutorials

Student Involvement Tools

- Groupwork (discussion and chat)
- Community Networking system wide
- Student home pages, blogs

Support Tools Administration Tools

- Authentication (range of options – flexible)
- Course Authorization (roles – customizable)
- Registration Integration (manual, self-register, batch; SIS integration)

Course Delivery Tools

- Test Types (wide range of assessment tools)
- Automated Testing Management (randomizing, self test with feedback, etc.)
- Virtual Marking Tools
- Virtual Gradebook (assignments, weighting, scales; export)
- Course Management
- Student Tracking (reports on frequency, duration of student accessing of resources)

Content Development Tools

- Accessibility Compliance (claims high level of compliance)
- Content Sharing/Reuse (courses may be copied, some potential for content sharing)
- Course Templates
- Customizable Look and Feel
- Sequencing or Hierarchical Content Presentation
- Instructional Standards Compliance (IMS and SCORM; will allow migration of course content to other systems)

This platform will provide a state-of-the-art, web-based learning environment that promotes and/or facilitates these academic and community goals:

- easy access to the program using standard tools (for example, widely available web browsers);
- high quality, timely and rich communication between students and professors.
- direct access to appropriate literature and other resources.
- consistent, quality-controlled delivery of course content across courses for a program.
- a “nobody gets left behind” approach to course management with high visibility of learner progress to ensure timely intervention by professors and staff.
- a flexible environment that allows anytime, anywhere access without limitations.
- security, privacy and confidentiality, where applicable; and
- tools and processes for the assessment and assurance of academic integrity.

4. Accessible Technical Assistance for Students and Faculty Standards of Quality

Technical support for students and faculty will be managed by Canvas, and will be available 24/7 by web, email or toll-free telephone. Technology will be utilized to ensure that the turn-around time for responding to student technical support issues of an urgent nature is maintained within reasonable limits.

Metrics of support activity will be used to identify and track the most common support issues and patterns and drive change management on a term basis. The IT Director and Instructional Designer will work together to proactively reduce the impact of common issues by providing visual tutorials and other resources designed to address and isolate common problems before they occur. The IT Director will put in place troubleshooting and system security measures to protect our systems against disruptions, cyber attacks and other failures as well as ensuring all system functionality can be restored as soon as possible in the event of a disruption. In addition, campus-wide news items will be highly visible from the home page of the course management system, and this mechanism will be used to communicate any timely issues or alerts to students (for instance, scheduled maintenance windows.)

5. Appropriate Hardware, Software and other Technological Resources and Media

The university will be guided by the principle that the curriculum and delivery of any course determines the appropriate hardware, software and other media required to deliver that course. To that effect the Dean, working with the Instructional Designer and faculty course developers, will recommend resource requirements within the academic/business planning timelines and processes. The regular upgrade and enhancement of hardware, software and other technological resources and media will be part of the annual budget development process. The university will have on file and available upon request copies of current software, hardware, and systems agreements that pertain to the delivery of virtual learning.

6. Academic Community Policies

Students enrolled in all courses—especially remote learners—will be encouraged to participate in the academic community in the following ways:

1. They will use My IBU to access the following services and virtual communications forums:
 - Library
 - Student Services
 - Student Finance
 - Alumni Forum
 - Student Lounge
 - Campus Help
 - Textbook Exchange
 - Practicum and Career Information Exchange
2. The Virtual Learning Orientation Course will emphasize meaningful participation in both course activities and informal communications through the virtual forums.
3. Faculty will be encouraged to use group projects to foster community. Faculty standards emphasize feedback and intervention when necessary to ensure that all students are participating in class activities.

Disclaimer for Academic Calendar:

The Academic Calendar is the official publication of IBU's regulations, policies, program requirements and course description for 2021-2022 academic year. The programs, courses and policies listed in the Academic Calendar have been approved by Academic Council to offer our students in 2021-2020 academic year. As 2021-2022 is its inaugural academic year, IBU reserves to make such changes as necessary, including the cancellation or adjustment of programs, courses and changes in the policies, fee structure or other services, without notice and liability for any loss or damages of any kind arising out of or relating to the changes in the Interim Academic Calendar or the use of IBU website. Accordingly, the statements made in this Interim Academic Calendar do not constitute a binding contract between the student and IBU.