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**INTERNATIONAL BUSINESS UNIVERSITY**  
**ACADEMIC CALENDAR 2023**

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***Updated Jan 2023***

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## 1. Academic Schedule / Important Dates

International Business University undergraduate programs are organized in term of 12 weeks each, beginning in January, April, July, and October. The academic year begins in January and ends in December.

Date	Day	Term Start/En	Deadlines	University Closed
01-Jan-23	Sunday			
02-Jan-23	Monday			IBU Holiday (New Year's Day) - University Closed
04-Jan-23	Wednesday	Term Begins (Winter)		
10-Jan-23	Tuesday		Deadline: Winter Term Course Add/Drop	
Feb 15- Feb 19 2023	Wednesday- Tuesday		Reading Week, No Classes Scheduled	
20-Feb-23	Monday			Statutory Holiday (Family Day) - University Closed
27-Feb-23	Monday		Deadline: Winter term Course Withdrawal	
04-Apr-23	Tuesday	Last Day of Classes (Winter)		
05-Apr-23 11-Apr 23		Exam Week		
11-Apr-23	Tuesday	Term Ends (Winter)		
3-May-23	Wednesday	Term Begins (Summer)		

9-May-23	Tuesday		Deadline: Summer Term Course Add/Drop	
22-May-23	Monday			Statutory Holiday (Victoria Day) University Closed
14-Jun- 23 20 Jun -23	Wednesday- Tuesday	Reading Week (No scheduled Classes)		
27-Jun-23	Tuesday		Deadline: Winter term Course Withdrawal	
03-Jul-23	Monday			Statutory Holiday (Canada Day Observed) - University Closed
01-Aug-23	Tuesday	Last Day of Classes (Winter)		
02-Aug-23 8-Aug 23	Wednesday- Tuesday	Exam Week		
07-Aug-23	Monday			Statutory Holiday (Civic Holiday) - University Closed
08-Aug-23	Tuesday	Term Ends (Summer)		
6-Sep-23	Wednesday	Term Begins (Fall)		
12-Sep-23	Tuesday		Deadline: Fall Term Course Add/Drop	
09-Oct-23	Monday			Statutory Holiday (Thanksgiving) - University Closed
11-Oct- 23 17 Oct -23	Wednesday- Tuesday	Reading Week (No scheduled Classes)		

			Deadline: Fall term Course Withdrawal	
31-Oct-23	Tuesday			
5-Dec-23	Tuesday	Last Day of Classes (Winter)		
06-Dec-23 12 Dec- 23	Wednesday- Tuesday	Exam Week		
12-Dec-23	Tuesday	Term Ends (Fall)		

**\*Dates are subject to change - as needed\*\***

## **2. Governance of the University**

IBU has adopted a bicameral governance structure allocating governance responsibilities between the Board of Directors and Board of Governance. The Board of Governors is responsible for governing, directing, and overseeing the academic affairs of IBU. Board of Directors is responsible over all operational functions to oversee the government, conduct, management and control of the University and its property, revenues, expenditures, business and affairs.

### ***2.1. Board of Governors***

The Board of Governors is responsible for the overall governance of the university. In consultation with Academic Council, the Board sets the strategic direction of the University.

- Alastair James Scott Summerlee-Leader of Education City
- Mona Malone - BMO Financial Group Chief HR Officer and Head People & Culture
- Winston Kassim-President at Winston Kassim Consulting
- Andrew Heintzman- Managing Partner at InvestEco Capital
- Dr. Rahim Karim- President and CEO of the Canadian College of Naturopathic Medicine
- Ron Choudhury - Tax Partner Miller Thompson LLP
- Dr. Najma Ahmed -Surgeon-in-Chief (interim) at St. Michael's Hospital
- Nurhan Aycan- Partner at Dentons -Mergers and Acquisitions Lawyer
- Yves Brodeur - Ambassador
- Mark Lovewell-Toronto Metropolitan University -VP Academics
- Alex Usher -President at Higher Education Strategy Associates
- Wendy Cukier -Toronto Metropolitan University -Academic Director, Diversity Institute
- Prof Serdar Mutlu- Founder of IBU
- Mehmet Komurcu -Partner at Dentons /Corporate Lawyer
- Mike Sparling -Chief Operating Officer & Chief Technology Officer at Multi-Health Systems Inc. (MHS)

The Board annually elects a chair, vice chair, secretary, and treasurer from amongst its members.

For complete information on the Board of Governors and the governance of International Business University, please refer to at [www.ibu.ca](http://www.ibu.ca)

### ***2.2. Academic Council***

An Academic Council comprised of faculty, students, and administration is responsible for the academic directions of International Business University's programs and academic services in Ontario.

Academic Council meets at least once per term (three times per year.)

<b>Members</b>	<b>Member's Position at IBU</b>
Joanne Shoveller	President, Chair
Artie Ng	Dean
Swarna B Saini	Registrar
Vaneeza Mehmood	Student Representative

### **3. Vision and Mission**

#### **3.1. Vision**

IBU is a student focused university established to offer a growing set of undergraduate and graduate academic and professional degree programs that are career relevant, that can be completed in an accelerated time frame, and that integrate work-connected projects and projects in a structured curriculum framework. Students graduate with knowledge, technical and interpersonal skills, and problem-solving experience.

#### **3.2. Mission**

Educating the next generation of graduates who anticipate and drive change, capable and willing to make a difference at work and in their broader communities.

#### **3.3. Guiding Pillars at IBU**

- Personalized Education
  - With one-on-one mentoring and advising, as well as a class cap of 30 students, we make sure each student gets the individual attention they need to create a career that fuels their passion.
- Academic Excellence-
  - Our teaching-focused professors deliver the skills and the knowledge that employers seek in the next generation of professional talent.
- *A Forward-Looking Focus*
  - Our industry focused curriculum and lifelong learning support allow every student to stay ahead of the constantly changing demands of the business world.
- *Diversity and Inclusion*
  - By creating a diverse and inclusive learning environment, we strive to be a place where everyone feels welcomed, valued and respected.

#### **4. History of International Business University**

International Business University started with the vision to establish an independent teaching-oriented and student-centered university in Canada.

We call ourselves a “next generation” university because we combine academic excellence with a curriculum geared to the needs of the future.

In 2015, a founding group of academics and businesspeople came together to make this vision a reality.

Right from the start, the intent was to establish a university specializing in business education with a global perspective encompassing businesses in Canada and around the world.

After extensive consultations with educational experts and business representatives, the group prepared innovative proposals to establish the university and its inaugural degree in 2019.

Ontario’s Postsecondary Education Quality Assessment Board (PEQAB) considered the group’s proposals in June 2020, approving the application for a university title and the first of its programs.

Ontario’s Minister of Colleges and Universities granted final consent on December 4, 2020, making IBU the first homegrown independent university ever to be established in the province.

Since then, the founding group has turned its attention to launching the university in time for its September 2021 start.

IBU administrators are also busy planning further undergraduate as well as graduate programs to entrench the university’s place as a global center of excellence in business education.

##### **Our Founding Administrators:**

- **Tim Mc Tiernan** – Founding Vice Chancellor and President
- **Mark Lovewell**– Founding Vice President-Academic and Provost

## 5. University Policies and Regulations

This section addresses policies and associated procedures of International Business University, including policies related to faculty members, administrative staff, and students.

### 5.1. RESIDENCY, UNDERGRADUATE

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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 the dean to complete their final 3 credit hour course on a 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.

## 5.2. UNDERGRADUATE STUDENT STATUS

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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 8<sup>th</sup> 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 the Dean to register for one additional 3 credit hour course.

### 5.3. GRADE APPEALS

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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.

## 5.4. GRADUATION AND DISTINCTION, UNDERGRADUATE

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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.

## 5.5. CONTINUOUS ENROLMENT

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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.

## 5.6. LENGTH OF COMPLETION

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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.

## 5.7. INTELLECTUAL PROPERTY

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Policy Number:	208
Approval Authority:	Board of Directors
Responsible Office:	President
Approval Date:	February 21, 2021
Effective Date:	February 21, 2021

### **Purpose**

The purpose of this policy is to define the ownership of intellectual property created by the members of IBU and others using University resources and related rights and responsibilities regarding Intellectual Property covered in this policy. This policy applies to all members of IBU, including administrators, faculty, students, and others affiliated with the university by use of resources, facilities, or funds. This policy does not apply to members of IBU who, in the course of developing Intellectual Property, do not make use of resources, funds, or facilities held by IBU.

### **DEFINITIONS**

“Intellectual Property” (herein abbreviated as “IP”) is the result of intellectual or artistic activity, created by a university member in a scholarly, professional or student capacity, that can be owned by a person. Specifically, this includes inventions, publications (including scholarly publications), educational materials, computer software, works of art, industrial and artistic designs, as well as other intellectual property rights (creations) that can be protected under legislation including, but not limited to patent, copyright or trade-mark, integrated topography, industrial design laws, and/or through a trade secret.

“Creator” means initiator and developer of the IP. To be considered a creator, an individual must be considered to be a creator of the IP pursuant to the relevant law, for example, an inventor pursuant to the Patent Act, or an author or coauthor pursuant to the Copyright Act. It is recognized that collaborative or cooperative effort may involve several creators.

“University resources” include but are not limited to the university’s physical structures, research laboratories, capital equipment, technical facilities, services and personnel. University services include the administration of funds received by the university in the form of grants, contracts or other support provided by the university or external sponsors.

“Publication” means making IP available to the public by way of speech, print, paper, electronic or other means.

“Revenue” means the amount derived from the commercialization of IP (by the creator if commercialized by the creator or by the university if commercialized by the university), net of

expenses (which may be carried forward from year to year to offset gross revenue) incurred in the commercialization, and includes, without limitation, proceeds from royalties, profit-sharing, lump sum payments, and sale of equity shares, but does not include the financing of research projects sponsored by a partner as part of a continuing program of collaborative research.

“Direct costs” means the university’s costs and fees (including legal fees and agents’ fees) associated with the acquisition, management and commercialization of the IP, including costs of evaluating it, obtaining and maintaining IP protection, preventing unauthorized use or infringement, prototype development funds, negotiating and implementing licenses or other agreements with third parties, but does not include the university’s research, office or overhead costs incurred prior to the initiation of commercialization.

“Commercialization” means the assignment, licensing, manufacturing or production of IP as well as the protection of IP, including, but not limited to, obtaining patent protection and copyright registration, with the goal of financial return. • “University member” means a member of the university community, and includes university employees, students, post-doctoral fellows, and research grant employees affiliated with the university and who use facilities, resources or funds administered by the university in the course of university-related research and other creative activities.

## **Policy**

The university’s commitment to the open exchange of ideas and the publication, dissemination and communication of the results of scholarly activity is best served by the following principles:

University members who create IP own the products of their intellectual endeavors and are free to publish those products without commercial intent, to pursue commercialization with the assistance of the university, or to pursue commercialization of the IP in their own right.

The university retains a royalty-free perpetual right to use for scholarly, academic and other non-commercial purposes all IP created through use of university resources.

Any IP created through use of university resources and then commercially exploited is subject to exercise of the university’s right to share in the revenue earned from such commercialization of the IP.

## **APPLICABILITY**

This policy applies to all university members, including employees and other individuals, and students affiliated with the university who use facilities, resources or funds administered by the university in the course of university-related scholarly and creative activities.

This policy does not apply to IP created in the course of non-university activities that do not make use of facilities, resources or funds administered by the university, for example outside employment or other activity in an area unrelated to university activities, or activity conducted wholly while on an unpaid leave of absence away from the university. This policy does not apply to IP created by individuals not affiliated with the university but whose IP is used by university members.

## **OWNERSHIP**

Although the university has the right to require assignment of an interest in IP created by a university member through the use of its resources, the full ownership of IP and all rights pertaining to ownership are vested in the creator, unless the creator has entered into an agreement with the university to the contrary. The following exceptions apply:

The university owns IP resulting from work specifically requested of a university member by the university pursuant to a written contract of employment. This includes information brochures, commissioned studies or descriptive handbooks, whose production has been initiated at the request of the university.

The university owns IP resulting from the execution of a written contract for service, agreement or commission in which the university and the creator have agreed to the university's ownership. This may include products prepared for distance education and/or continuing education courses and purchased outright by the university; and other types of teaching or research-related materials, production of which is initiated at the request of the university. The creator of products prepared for distance education and/or continuing education courses may request the consent of the university to use agreed extracts from the written or recorded materials for other purposes, including the preparation of textbooks. Ownership of the resultant products shall be determined by negotiation between the university and the creator.

The university or a sponsoring agency owns the rights to IP developed in the course of sponsored research pursuant to a written contract.

Teaching related IP created by a faculty member rests with that faculty member. If the IP was developed and paid for as part of the faculty member's normal duties, IBU has the right to the continued use of that material without further payment. This excludes recording of the lecture, the use of which must be agreed to by the faculty member and the university.

The university specifically acknowledges that IP created exclusively by a student creator in the course of completing the requirements for an academic degree or certificate is owned by the student creator, to the extent that the IP comprises part of the requirements for the degree or certificate. In order to qualify under this paragraph, the student and the supervising faculty member must agree in writing that the student is the sole inventor or author, as the case may be, pursuant to the relevant IP law. Nothing in this policy shall preclude a graduate student from publishing his/her thesis in any form at any time.

The creator of IP may voluntarily assign or transfer any interest in the IP to the university. The university, at its discretion, may accept such assignment or transfer and thereafter may transfer or license its ownership or interest to others, including the creator.

## **IMPLEMENTATION AND RESOLUTION OF INTELLECTUAL PROPERTY DISPUTES**

The President has executive responsibility for implementing this policy and will be the final decision authority on behalf of the university for any commercialization agreements entered into under this policy.

Disputes between the creator(s) and the university regarding the provisions of this policy which cannot be resolved through informal consultation will be decided with reference to this policy or to the formal procedures outlined in the appropriate agreement between the relevant employee group and the university. In situations not covered by existing agreements or this policy, the university and the parties involved will agree upon a dispute resolution mechanism.

## 5.8. STUDENT VIRTUAL LEARNING AND INFORMATION TECHNOLOGY MANAGEMENT

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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.
- Policies governing the use of electronic resources at IBU apply to all users, be they students, teachers, administrators, non-academic staff, guests, or vendors.
- 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. Students and faculty may be required to provide personal information, such as an address or birthdate, in order to confirm their identity.

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

## 5.9. ETHICAL RESEARCH

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Policy Number:	60
Approval Authority:	Academic Council
Responsible Office:	Vice Academic      Preside
Approval Date:	Sep 2022
Effective Date:	Sep 2022

### **Purpose**

IBU is a teaching-first institution whose faculty pursue ethical, high impact academic research. The President and Vice-President, Academic have the authority to enforce and interpret this policy and recommend alterations or additions as necessary to the Senate. All research at IBU must comply with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2018) and it is the responsibility of the faculty and students to ensure they are compliant.

### **Definition**

According to the Resources for Research Ethics Education, Research Ethics is the protection of human and animal subjects in the planning, conduct and reporting of research.

Policy:

#### **1. Responsibilities**

- All faculty and research administrators are responsible for being familiar with and complying with this policy. All student research must be conducted under the direction of a faculty member, who bears overall project responsibility for the research standards.
- The President and Vice-President, Academic are responsible for the monitoring and enforcement of ethical research standards. Faculty and staff must report any suspected research ethics violations to the Vice President, Academic.

#### **2. Application & Scope:**

- This policy applies to all IBU faculty, staff, and students who are conducting research using grants, facilities, or professional connections with IBU, or with any external researcher who is supporting or engaging with IBU on research related projects or other matters.
- This policy also applies to any research projects initiated as part of a course or research project (including thesis) during the course of studies at IBU and also applies to research conducted in which IBU students are participants.

- Should there be a discrepancy or confusion between this policy and the policy outlined in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, the Tri-Council policy will prevail.
- All research projects must be submitted for review and approval by the Research Ethics Committee prior to commencement.

### 3. Objectives:

This policy recognizes and advocates the following principles:

- **Prevention of Harm.** Researchers must protect participants from physical or psychological harm during the research project.
- **Respect for Human Dignity.** The researcher must respect the dignity of the research participant including but not limited to their physical, psychological and cultural welfare.
- **Respect for Free and Informed Consent.** Participants must have the capacity and right to make free and informed decisions about their participation in a research study. Participants must be able to exercise and withdraw individual consent.
- **Respect for Privacy and Confidentiality.** Respect for human dignity includes respect for their privacy and confidentiality. Research must respect and protect the access, control, and dissemination of personal information.
- **Respect for Vulnerable Persons.** Researchers must uphold the highest discretion and demonstrate ethical consideration for vulnerable persons, defined as persons with diminished competence and/or decision-making capacity. These individuals are entitled to special protection against abuse, exploitation, or discrimination. Special procedures for protecting the interests of vulnerable persons must be in place.

While these are core principles, in general researchers are required to study, understand, and uphold the highest ethical research standards as they pertain to their discipline or profession.

### 4. Ethical Conduct:

This policy enforces the following principles for researchers:

- **Integrity.** Researchers must not distort findings.
- **Informed Consent.** Researchers must ensure that individuals formally consent to participate in the research with full knowledge of the relevant risks and benefits.
- **Safe and Secure Data Management.** Researchers must take all reasonable precautions to ensure that data collected during a research study are securely stored. Personal data must be encrypted, and password secured. Study participants should be informed about how long their data will be stored.
- **Ethics and Law.** Researchers must be familiar and comply with any legal requirements or laws that relate to their study. Where research ethics and legal obligations are in conflict, legal obligations shall prevail.

## **5. Monitoring and Evaluation:**

The Research Ethics Committee will be responsible for monitoring and evaluating the effectiveness of this policy. This policy shall be reviewed two years after its initial approval.

*2018, [www.ethics.gov.ca](http://www.ethics.gov.ca), Tri-Council Policy Statement: Ethical Conduct for Research Involving Human, Article 2.1.*

## 5.10. STUDENT CODE OF CONDUCT

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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 behavior. 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 behavior), 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 Behavior
- 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.

## 5.11. STUDENT COMPLAINT PROCEDURE:

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Policy Number:	803
Approval Authority:	Academic Council
Responsible Office:	Office of the Registrar
Approval Date:	June 2022
Effective:	September 2022

### **Purpose:**

International Business University is a student first university. We make every effort to provide students with high-quality experience in teaching, learning and student services. The University is committed to addressing student concerns in a responsive and timely manner, including complaints related, but not limited to, the program delivery, the educational experience and/or the services they receive.

The basic purpose of this procedure is to establish a process for students, without fear of reprisal, to raise concerns about a program, their learning experience or the services received in situations where a university policy or procedure specific to their concern is not already in place. Where no obvious policy or procedure exists, or if the complaint is regarding an existing policy or procedure, this policy should be followed.

### **Procedure:**

Complaints about the academic experience, services or other students raised by students shall be addressed in a way which respects the rights of all parties, and which leads to the timely resolution of the disputes. All employees of the University who deal with a complaint shall respect the student's right to confidentiality. Similarly, the rights of a person who is the subject of a complaint, including their right to confidentiality, will be respected.

A complaint must be made within 2 weeks of the incident(s) giving rise to the complaint except in extenuating circumstances which, in the opinion of the University, would justify an extension. Where a complaint is against an individual, it is the right of the student to seek an informal resolution through the various levels of supervision in the department involved.

Where several students in the same class of a program have the same concern, the matter should be raised with the Student Services before proceeding with a formal complaint.

A group of students may delegate one or more of its members to voice a complaint on its behalf. However, no one shall initiate a complaint on behalf of another person or persons without the written permission of the person(s).

The complainant can have a person present with them at all the stages of the proceedings. Also, the complainant may authorize another person to make complaint submission on their behalf.

## **Informal Complaint Procedure**

- Set up meeting with the student services to review the complaint. At meeting, state complaint clearly, preferably in writing. If complaint is put in writing, a copy of the same should be retained.
- Student Services Advisor will listen to the concerns of the students and seek clarification, if needed.
- Student Services Advisor will explore ways to resolve the concerns and try to mitigate the situation. The complainant or respondent may request either a facilitated discussion with a facilitator or mediation to be used as part of the informal complaint resolution process. Both parties must agree on the identity of the facilitator or mediator.
- Both parties will agree on a way to resolve the concerns and create a written records of the solution for reference and for action/distribution as appropriate.

## **Formal Complaint Resolution**

- If the informal approach is not feasible or if concerns have not been resolved during informal method with the complainant will submit a signed written complaint on the prescribe form to the Registrar's Office.
- Within 72 hours of receiving of formal complaint, RO will investigate the merits of the complaint, which can include a detailed, in-depth discussion with both the parties, and any other investigation method deemed appropriate by the RO.
- Give the respondent an opportunity to respond in writing to the specific concerns raised by the student(s) within five (5) working days.
- If the complaint has merit, work out a resolution with the respondent and advise the student(s) in writing.
- If the complaint lacks merit (e.g. if student(s) actions have led to the consequences which are the subject of the complaint, or cannot identify a specific area of concern), inform the student(s) in writing and provide reasons why no further action will be taken

## **Appeal of Decision**

- If the student believes the complaint has not been dealt with fairly, the decision is unfair, or if a written response has not been received from the RO, the student can submit an appeal against the decision in writing to the Academic Council within 72 hours of the previous decision.
- Request for an appeal will be granted on limited grounds, namely:
  - That there has been a clear failure of due process in consideration of the complaint, which the complainant can define and provide evidence.
  - That the decision of prior appeal process was not reasonable and in accordance with the facts of the case.
  - New material evidence, which the complainant could not reasonably have

provided earlier, and which may be sufficient to alter a decision; or facts that were not known to the RO at the time of making their decision due to extenuating circumstances. In these cases, the Academic Council is obliged to consider the validity and admissibility of the new information/facts.

- If new information is being relied upon by the complainant, the Academic Council shall specifically explain in their decision why or why not they have accepted or rejected all or some of the new information. The complainant should set out their concerns clearly and concisely and provide evidence in support, where possible.
- Academic Council will decide if the complaint has merit and on the way the complaint is to be resolved.
- Inform the student(s) of the decision within 5 working days of receiving the appeal and indicate that the matter is now closed. Decision of the Academic Council is final and cannot be appealed.

Students are expected to submit complaints, within the timeline(s) and procedures indicated in this policy. However, they may expect the University to exercise its discretion to extend the timelines where there is good reason, supported by evidence, when a student has not been able to submit a complaint within the timeline. Under certain circumstances, depending on the complexity of the complaint, it may be necessary for the University to amend the timelines and procedures.

Depending on the nature of the complaint, it may not be possible for the parties to preserve a student's anonymity; in these instances, every effort will be made to maintain the student's confidentiality, while disclosing the necessary information on a need-to-know basis.

Following investigation or fact-finding, the lack of a factual basis for a complaint will not be considered evidence that a complaint was frivolous or vexatious. Any retaliation by employees because a student engaged in the student complaints process is unacceptable and will be addressed appropriately.

While a student will not be disadvantaged as a result of making a complaint, the University may consider reporting the matter as a student misconduct should there be reasonable/compelling evidence that a student complaint was frivolous, malicious or brought in bad faith.

## 5.12. SEXUAL VOILENCE POLICY

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Policy Number:	TBD
Approval Authority:	Board of Governors
Responsible Office:	Student Services and Hum Resources
Approval Date:	March 2021
Effective:	March 2021
Review Date:	March 2024

### **Policy:**

All members of the IBU community have a right to work, study and live in an environment that is free from any form of sexual violence including sexual assault and sexual harassment. This policy and the related document Sexual Violence Procedures set out the way in which the university addresses sexual violence. It encourages due diligence in the prevention of sexual violence, ensures that those affected by sexual violence are believed when they seek support from the university and are appropriately accommodated. This policy ensures that the university has a fair and reasonable investigation process that protects the rights of all individuals and holds individuals who have committed an act of sexual violence accountable. It is this policy's intention to make individuals feel comfortable about making a report and/or filing a formal complaint in good faith about sexual violence that they have experienced or witnessed.

### **Scope:**

This policy applies to all members of the university community. All members of the university community will be offered appropriate support with respect to issues of sexual violence, regardless of their role in the university or the role of the person against whom an allegation is made.

This policy applies to incidents of sexual violence that occur on university property that involve a member of the university community.

This policy also applies to incidents of sexual violence involving a member of the university community that occur off university property:

- at any university-sanctioned program or event that may or may not pose a subsequent risk to the safety of university community members; or

- at any time (i.e., non-sanctioned program/event or general course of life) and that pose a subsequent risk to the safety of university community members while on university property or which are sufficiently linked to and affect the university community.

This policy relates to acts of sexual violence. Issues of sexual harassment or discrimination and other related misconduct shall also be reviewed and managed under this policy and cross-referenced when required with the university's Harassment and Discrimination Prevention Policy and Procedures, Violence Prevention Policy and Violent and Criminal Incident Response Procedures.

This policy relies on a centralized system of reporting, investigation and decision-making for complaints of sexual violence in order to avoid actual or perceived conflicts of interest or reasonable apprehension of bias, to preserve privacy, to minimize risk of reprisal, and to ensure coordination and consistency across all academic divisions, campuses, and centralized services.

The reporting procedure and the processes it initiates apply to all incidents of sexual violence in which both the complainant and the respondent are members of the university community, regardless of whether the event occurred on campus, off campus, or using social media or other electronic media. Support will also be made available under this policy to complainants regardless of whether the respondent is a member of the university community.

### **Definitions:**

**Sexual assault:** Any type or form of unwanted sexual contact without mutual consent done by one person to another that violates the sexual integrity of the survivor and involves any form of unwanted sexual activity, including but not limited to, kissing, touching, groping, fondling, oral sex and vaginal or anal intercourse. Sexual assault is characterized by a broad range of behaviours that may include, but are not limited to, the use of force, threats, or control towards a person which makes that person feel uncomfortable, distressed, frightened, threatened, or that is carried out in circumstances in which the person has not freely agreed, consented, or is incapable of consenting. A sexual assault can involve situations where sexual activity is obtained by someone abusing a position of trust, power or authority.

**Sexual harassment:** One or a series of comments, behaviours, communications, or conduct of a gender-related or sexual nature that is/are known or ought reasonably to be known to be unwelcome, offensive, intimidating, hostile or inappropriate. This includes behaviour conducted in whole or in part through electronic means, such as email, web postings, text messaging, and other forms of electronic behaviour. Examples include, but are not limited to, gestures, remarks, jokes, slurs, taunting, innuendo, graffiti/songs/chants, non-consensual posting of pictures/videos, aggressive comments and slurs on any form of social media or otherwise, verbal assault, unwanted physical contact, invitations, leering, the display of sexually offensive material, sexual solicitation, advances or demands, unwanted attention, implied or express promise of reward or benefit in

return for sexual favours. Sexual harassment also includes a reprisal or a threat of reprisal for the rejection of sexual solicitation or advance, where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

**Sexual violence:** Any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

**Consent:** The voluntary and explicit agreement to engage in the sexual activity in question. Consenting to one kind of sexual act does not mean that consent is given for another sexual act or kind of activity. Consent is the act of willingly agreeing to engage in specific sexual behaviour, and requires that a person is able to freely choose between two options: yes and no. Consent is positive, active and ongoing, and can be revoked at any time. This means that there must be an understandable exchange of affirmative words, which indicates a willingness to participate in mutually agreed-upon sexual activity. It is also imperative that everyone understands the following:

- Silence or non-communication may never be interpreted as consent and a person in a state of diminished judgment cannot consent.
- A person is incapable of giving consent if they are asleep, unconscious or otherwise unable to communicate.
- A person who has been threatened or coerced (i.e., is not agreeing voluntarily) into engaging in the sexual activity is not consenting to it.
- A person who is drugged is unable to consent.
- A person is unable to give consent when incapacitated by the use of alcohol and/or drugs.
- A person may be unable to give consent if they have a mental disability preventing them from fully understanding the sexual act(s).
- The fact that consent was given in the past to a sexual or dating relationship does not mean that consent is deemed to exist for all future sexual activity.
- A person can withdraw consent at any time during the course of a sexual encounter.
- A person is incapable of giving consent to a person in a position of trust, power or authority, such as, a faculty member initiating a relationship with a student who they teach or an administrator in a relationship with anyone who reports to that position.
- Consent cannot be given on behalf of another person.
- It is the responsibility of the initiator of sexual activity to ensure clear and affirmative responses are communicated at all stages of sexual engagement. It is also the initiator's responsibility to know if the person they are engaging with sexually is a minor.
- Note: As per the *Criminal Code of Canada* it is not a defence to an allegation of sexual violence that the respondent believed that the complainant consented to the activity that forms the subject matter of the complaint, where (a) the respondent's belief arose from the

respondent's (i) self-induced intoxication; or (ii) recklessness or willful blindness; or (b) the respondent did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain that the complainant was consenting.

- **Disclosure:** When someone affected by sexual violence informs a university community member about an incident of sexual violence on or off campus. A disclosure is distinct from a report or formal complaint.
- **Employees:** Persons who are on the university's payroll and work for or provide services to the university on a permanent, contract, full-time or part-time basis, whether unionized (belonging to a bargaining unit) or not, including administration, faculty and staff.
- **Formal complaint:** When a survivor of sexual violence requests campus security to formally investigate and resolve a complaint of sexual violence.
- **Member of the university community:** Any employee, member of the Board of Governors, student, contractor, supplier of service, individual directly connected to any IBU initiative, volunteer, and visitor.
- **Report:** When someone affected by sexual violence, or a witness or a community member that has received a disclosure, reports the incident to campus security.
- **Reprisal:** Any harassment, intimidation, discipline, demotion, or termination or threat to do so with the intent to compel a university community member to abstain from filing a complaint, disclosing, or reporting an incident of sexual violence or to retaliate against a university community member who has filed a complaint, disclosed, or reported such an incident or who is suspected of doing so.
- **Student:** An individual who has been issued a student number from the university. They may be in the application stage or admitted, formerly enrolled, or registered in either a full-time or part-time course, either credit or non-credit, at the university, including when on a work placement that is part of their academic program, or when active in a program but not currently enrolled in classes.
- This also includes an individual who was enrolled in a course or program when an alleged incident occurred. In this case the individual is deemed a student for the purpose of the investigation until the complaint and appeal processes have been completed.
- **Survivor:** Someone who has experienced sexual violence may choose to identify as a survivor. Individuals might be more familiar with the term "victim". We use the term "survivor" throughout this policy where relevant because someone who has experienced sexual violence may believe they have overcome the violent experience and do not wish to identify with victimization. It is the prerogative of the person who has experienced these circumstances to determine how they wish to identify.
- **Acquaintance sexual assault:** Sexual contact that is forced, manipulated, or coerced by a partner, friend or acquaintance. See main definition of sexual assault.
- **Age of consent for sexual activity:** The age at which a person can legally consent to sexual activity. In Canada, children under 12 can never legally consent to sexual acts. Sixteen is the legal age of consent for sexual acts. There are variations on the age of consent for adolescents who are close in age between the ages of 12 and 16. Twelve and 13 years-old can consent to have sex with other youth who are less than 2 years older than themselves. Youth who are 14 and 15 years old may consent to sexual involvement that is mutual with a person who is less than 5 years older. Youths 16 and 17 years old may legally consent to sexual acts with someone who is not in a position of trust or authority.

- **Coercion:** In the context of sexual violence, coercion is unreasonable and persistent pressure for sexual activity. Coercion is the use of emotional manipulation, blackmail, threats to family or friends, or the promise of rewards or special treatment, to persuade someone to do something they do not wish to do, such as being sexual or performing particular sexual acts.
- **Cyber sexual violence:** Any act that includes but is not limited to knowingly publishing, distributing, transmitting, selling, making available or advertising an intimate image of a person, without obtaining that person's express consent to that conduct. An intimate image includes but is not limited to a visual recording of a person made by any means, including a photographic, digital or video recording in which the person is nude, exposing their genital organs, anal region or breasts, or is engaged in sexual activity. For the purpose of this policy, sexual violence includes cyber sexual violence.
- **Cyber sexual harassment:** Includes but is not limited to sexual harassment conducted in whole or in part through electronic means, such as email, web postings, text messaging, and other forms of electronic behaviour. For the purpose of this policy sexual harassment includes cyber sexual harassment.
- **Gender-based harassment:** Includes but is not limited to engaging in a course of vexatious comment or conduct related to a person's sex, gender, sexual orientation, gender identity or gender expression that is known or ought reasonably to be known to be unwelcome.
- **Drug-facilitated sexual assault:** The use of alcohol and/or drugs (prescription or non-prescription) by a perpetrator to control, overpower or subdue a person for purposes of sexual assault. See main definition of sexual assault.
- **Rape culture:** A culture in which dominant ideas, social practices, media images, and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing sexual violence and by blaming survivors for their own abuse.
- **Stalking:** A form of harassment that involves behaviors that occur on more than one occasion, and which collectively instill fear in the victim or threaten the victim/target's safety or mental health. Stalking can also include threats of harm to the target's friends and/or family. These behaviors include, but are not limited to, non-consensual communications (face to face, phone, email, social media); threatening or obscene gestures; surveillance; sending unsolicited gifts; "creeping" via social media/cyber- stalking; and uttering threats.

**Non-adjudicative resolution:** This term refers to a resolution of the matters alleged in a report that is agreed to by both the complainant and the respondent.

Policy:

Sexual policy is unacceptable and will not be tolerated. We are committed to challenging and preventing sexual violence and creating a safe space for anyone in our university community who has been affected by sexual violence. The university is expected to be a safe and positive space where members of the university community feel able to work and study and express themselves in an environment free from sexual violence.

Anyone who has been affected by Sexual Violence has the right to:

- be treated with dignity and respect,
- be believed when they seek support,
- be informed about on- and off-campus services and resources,
- decide whether or not to access available services and to choose those services they feel will be most beneficial,
- decide whether to report to the university's designee and/or local police,
- have an on-campus investigation with the university's institution's full cooperation,
- have a safety plan and,
- have reasonable and necessary actions taken to prevent further unwanted contact with the respondent(s)alleged perpetrator(s).

All reported incidents of sexual violence will be investigated in a manner that ensures due process as per the Sexual Violence Procedures and the Harassment and Discrimination Prevention Procedures. The university does not have the jurisdiction to address allegations made against a person who is not a member of the university community. However, in the event of such allegations, the university will provide support to complainants who are members of the university community and may be able to take measures such as restricting access to campus by the person against whom allegations are made.

The university recognizes that sexual violence can occur between individuals regardless of sexual orientation, gender and gender identity, relationship status, class or culture as articulated in the Ontario Human Rights Code.

We also recognize that individuals who have been affected by sexual violence may experience emotional, academic, or other difficulties.

The university recognizes the intersection of sexual violence with discrimination and harassment, including but not limited to the grounds set out in the Ontario *Human Rights Code*. The university recognizes that individuals from historically marginalized communities may be disproportionately affected by sexual harassment and sexual violence.

Sexual violence can be committed against any person and is an issue that requires an inclusive response. The university recognizes that sexual violence is overwhelmingly committed against women, and in particular women who experience the intersection of multiple identities such as, but not limited to, indigenous women, women with disabilities, and racialized women. Additionally, the university recognizes that those whose gender identity or gender expression does not conform to historical gender norms are also at increased risk of sexual violence.

We are committed to:

- assisting those who have been affected by sexual violence by providing choices, including detailed information and support, such as provision of and/or referral to counselling and medical care, information about legal options, and appropriate academic and other accommodation, as per the Sexual Violence Procedures;

- ensuring that those who disclose that they have experienced or have been affected by sexual violence are believed when they seek support, and that their right to dignity and respect is protected throughout the process of disclosure, investigation and institutional response;
- ensuring that on-campus (internal) investigation procedures are available in the case of sexual violence, even when the individual chooses not to make a report to the police;
- engaging in appropriate procedures for investigation and adjudication of a complaint which are in accordance with university policies, standards and applicable collective agreements, and that ensure fairness and due process;
- ensuring coordination and communication among the various departments who are most likely to be involved in the response to sexual violence on campus;
- engaging in public education and prevention activities;
- providing information to the university community about the policy and the Sexual Violence Procedures;
- providing appropriate education and training to the university community about responding to the disclosure of sexual violence;
- contributing to the creation of a campus atmosphere free of sexual violence; and,
- monitoring and updating our policies and procedures to ensure that they remain effective and in line with other existing policies and best practices.

### **Reporting and Responding to Sexual Violence and Sexual Assault**

This policy must be read in conjunction with the Sexual Violence Procedures. Only a summary is provided below.

- Any member of the university community may report a sexual violence complaint. An allegation of sexual violence may be reported anonymously or by someone other than the complainant.
- All university employees (who are not employed by the university as health care providers) have a duty to and must immediately report incidents of sexual violence involving a member of the university community they witness or have knowledge of, or when they have reason to believe that sexual violence has occurred or may occur.
- Members of the university community who have experienced sexual violence are encouraged to come forward to report as soon as they are able to do so as per the university's Sexual Violence Procedures.
- A disclosure is not the same as a report and may not initiate an investigation process. An individual affected by sexual violence may make a disclosure and choose not to report or may report at a later date.
- All employees of the university in a position of authority, including teaching and support staff, administrators, and other employees directing the activities of others, shall take immediate action to respond to or to prevent sexual violence from occurring.
- When the university becomes aware of incidents of sexual violence that pose a risk to the safety of members of the university community, the university shall take all reasonable steps to ensure the safety of the university community.

## **Complaints and Investigations**

A complaint of sexual violence can be filed under this policy by any member of the university community. The Sexual Violence Procedures set out further details respecting the complaint/report process and the handling of investigations.

The university will seek to provide procedural fairness to both complainants and respondents in dealing with all complaints as outlined in the Sexual Violence Procedures, Harassment and Discrimination Prevention Procedures, and Violent and Criminal Incident Response Procedures.

A complainant has the right to withdraw a complaint or choose not to participate in an investigation at any stage of the process. However, the university may continue to act on the issue identified in the complaint in order to comply with its obligation under this policy and/or its legal obligations.

All members of the university community who have witnessed or have knowledge of sexual violence have a duty to cooperate with a university investigation.

## **Protection from Reprisals, Retaliation or Threats**

It is contrary to this policy for anyone to retaliate, engage in reprisals or threaten to retaliate against a complainant or other individual(s) for:

- having pursued rights under this policy or other related university policy or procedures and regulations/laws;
- having participated or co-operated in an investigation under this policy or other related university policy or procedures and regulations/laws; or
- having been associated with someone who has pursued rights under this policy or other related university policy or procedures and regulations/laws.

The university takes reasonable steps to protect persons from reprisal, retaliation and threats. This may entail, for example, directing individuals in writing to refrain from engaging in reprisal, retaliation, or threatening retaliation and sanctioning individuals for a breach of this duty.

The university may also address the potential for reprisal by providing an accommodation appropriate in the circumstance.

## **Unsubstantiated or Vexatious Complaints**

If a person, in good faith, discloses or files a sexual violence or sexual assault complaint that is not supported by evidence gathered during an investigation, that complaint will be dismissed.

Disclosures or complaints that are found, following investigation to be frivolous, vexatious or bad faith complaints, that is, made to purposely annoy, embarrass or harm the respondent, may result in sanctions and/or discipline against the complainant.

## **Principles Respecting Process**

- or civil justice systems, and whether to access support and accommodations.
- The university is committed to the provision of a fair process for all parties and one that respects due process and procedural fairness.
- The university is committed to reducing barriers to disclosure and reporting of incidents of sexual violence. In that regard, complainants will not be asked to repeat their accounts more than is necessary for the implementation of this policy.
- The university process will appropriately accommodate the needs of members of the university community who are affected by sexual violence.
- The university will not tolerate any retaliation, through any means including through social or other electronic media, against anyone who discloses or reports an incident of sexual violence, or who participates in a university process that is addressing allegations of sexual violence against a member of the university community.
- Confidential counselling and support will be made available as quickly as practicable to any member of the university community who experiences an incident of sexual violence.
- The university will respond to disclosures and/or reports of sexual violence fairly and expeditiously.

### **Confidentiality**

The university will treat disclosures and reports of an incident of sexual violence in a confidential manner in accordance with the *Freedom of Information and Protection of Privacy Act*.

Confidentiality is particularly important to those who have disclosed sexual violence. The confidentiality of all persons involved in a report of sexual violence must be strictly observed, and the university does its best to respect the confidentiality of all persons, including the complainant, respondent, and witnesses by restricting routine access to information to individuals with a need for such access and by providing education and training to those who are regularly involved in the administration of reports and complaints.

The university will limit sharing of information to those within the university who need to know the information for the purposes of implementing this policy, including providing accommodation, interim conditions and interim measures, and the investigation and decision-making processes; and taking corrective action resulting from those processes. For example, where a complainant wishes to make a report, fairness to the respondent will require disclosure of the complainant's identity and the material allegations being made.

However, confidentiality cannot be assured in the following circumstances:

- an individual is at imminent risk of self-harm;
- an individual is at imminent risk of harming another;
- there are reasonable grounds to believe that others in the university or wider community may be at risk of harm; or,
- reporting or investigation is required by law (for example, but not limited to, an incident involving a minor, or obligations related to occupational health and safety or to human rights

legislation).

In such circumstances, information would only be shared with necessary services to prevent harm, and the name of the survivor would not be released to the public.

Where the university becomes aware of an allegation of sexual violence by a member of the university community against another member of the university community, the university may also have an obligation to take steps to ensure that the matter is dealt with in order to comply with the university's legal obligation and/or its policies to investigate such allegations. In such cases, certain university administrators will be informed about the reported incident on a "need to know" and confidential basis, but not necessarily of the identities of the persons involved.

### **Monitoring**

An annual report shall be provided to the IBU Board of Governors and sent to the Ministry of Colleges and Universities (MCU). The report shall contain the following information:

- The number of times supports, services and accommodation related to sexual violence are requested and obtained by employees and students enrolled at IBU, and information about the supports, services and accommodations.
- Any initiatives and programs established by the university to promote awareness of the supports and services available to students.
- The number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.
- The implementation and effectiveness of this policy.
- This report shall not include personal information within the meaning of section 38 of the Freedom of Information and Protection of Privacy Act (for example: survivor, respondent and witness information).

**This Policy and the related procedures shall be reviewed and amended as required and at a minimum of every three (3) years.**

## 5.13. STUDENT RIGHT & RESPONSIBILITY

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

### **Purpose**

This policy serves to inform students of all rights and responsibilities they are subject to as students at IBU. We make every effort to ensure that they are informed of these rights and responsibilities. Our students also take on work-integrated learning as part of their program, and we expect students to adhere to the Student Code of Conduct while doing so. IBU works with employers to ensure that their work responsibilities align with the Code of Conduct, while also respecting the professional and industrial codes of conduct and ethical standards that apply to workplaces. Students are protected by our policies that apply to their time in IBU's Integrative Semesters, which clearly delineate the responsibilities of the institution and the Host Organization.

The IBU Academic Calendar is created annually and published prior to the admission of any new students for that calendar year. This is to ensure that the Calendar will reflect the academic priorities and concerns of the academic staff hired by IBU. Many elements of the Calendar, including dispute resolution mechanisms, commitment to transparency and informing students of policies, and ensuring the protection of student policies are outlined here.

### **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.

IBU will secure the services of a third-party Canadian provider, which will house information exclusively on servers located in Canada, and thus meets the Ministry requirement for off-site storage and back-up of student records and transcripts.

- ***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.

- **International Student Cancellation Policy:**

International Students who cancel their enrolment, for any reason, before the commencement of the classes will receive a refund of any pre-paid tuition fee collected less the registration fee of \$250.

In case of Visa refusal, IBU will provide a full refund (excluding the registration fee of \$250) upon receiving a copy of Visa Refusal Letter from Canadian Immigration Office (IRCC). All such refunds must be submitted by end of week 2 of the beginning of the semester.

- **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.

## 5.14. INTERNATIONAL STUDENT POLICY

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Policy Number:	224
Approval Authority:	Board of Directors
Responsible Office:	Student Services, Registrar Office
Approval Date:	July 5, 2022
Effective Date:	July 5, 2022

IBU is committed to creating a positive and impactful educational experience for its international students. IBU plans to develop its international ambitions by providing focused professional and innovative higher education to its international students while at the same time helping them to navigate their way in a new country and adapt to live, work, learn, in Canada.

### **Purpose**

This policy describes the various policies, procedures and student conduct developed by IBU in the form of attached International Student Handbook in the spirit of creating a healthy, safe and inclusive campus where each student feels welcome and has an opportunity to maximize their potential and pursuit of educational dreams.

### **Policy**

IBU will provide its services to its international students consistent with the core principles of diversity, inclusion and equality of opportunity to ensure that IBU can assure and enhance the quality of learning experience of its international students. IBU also committed to ensure that the University meets its responsibilities and duties as a Designated Learning Institute (“DLI”) designation when it is obtained. The scope of this policy covers all aspects of the international students’ journey with regards to all important steps they need to take to enroll in classes and prepare for the beginning of their academic year at IBU. This policy should be read in accordance with other IBU policies which can be found in the Academic Calendar and IBU’s website.

### **Accountability and Guidelines**

All IBU community members, including international students and all IBU employees who are involved in assisting international students, are responsible for and expected to comply with the commitments set out in this Policy. International students are responsible for ensuring that they comply with their duties specific to international students along with other rules and policies of IBU.

### **Procedure**

The Office of Student Services under the supervision of the Registrar is responsible for the implementation and review of this policy. That Office will provide its services under the auspices of this policy as well as monitoring and reviewing this policy to ensure best practice adopted, research and changes to the relevant regulations and guidance of relevant authorities are adopted on a timely basis.

**Review**

IBU commits to review and update this policy every three years or more often when there is a need for an amendment or improvement based on the regulatory and other developments effecting international students. As part of this review, new policies, guidelines, and material may be developed to better ensure that this policy is accurately interpreted and implemented.

## 5.15. FREE SPEECH

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Policy Number:	211
Approval Authority:	Board of Directors
Responsible Office:	Vice President, Academic
Approval Date:	February 21, 2021
Effective Date:	September 2021

### **Purpose:**

As a place of research, International Business University (IBU) is committed to free speech, wide-ranging inquiry, and promoting debate and discussion. This policy commits IBU to upholding free speech within the limits set by Canadian and Ontario law.

### **1. Definition:**

**Free speech**, also described as free expression, is defined as the right to examine, consider, discuss, share, receive, impart, and criticize information of all kinds, in various types of forms (e.g. written, oral, video, art, etc.). This freedom is central to the operations of the university and attempts to prevent free speech and free expression are contrary to this policy and to the guiding principles of IBU.

### **Application and Scope**

- This policy applies to all of IBU's community, including its administration, faculty, staff, students, student groups, volunteers, and visitors to the campus who are participating in university affairs.
- The policy is in force at all of IBU's property, classrooms, and events, or elsewhere where an identifiable interest of the university is confirmed. Organizers of events involving IBU are responsible for ensuring that all participants are aware of and in compliance with this policy.

This policy is limited by legal or fiduciary responsibilities as outlined by Canadian and Ontarian law.

### **Policy:**

IBU is a place where open discussion and free inquiry are welcomed, encouraged, and fostered. IBU will not attempt to limit the access of its community members to access ideas or opinions that they disagree with or find offensive.

IBU community members are allowed to engage with, debate, condemn, and dissent from any ideas or opinions. These debates or engagements should be guided by principles of mutual respect, tolerance, and civil expression.

IBU reaffirms its commitment to ensuring that the individual dignities and rights of its community members and ensuring that its members may learn, teach, work, and live free from discrimination based on race, ancestry, place of origin, creed, citizenship, religion, sexual orientation, gender expression, or disability.

All free speech and free expression are still subject to the constraints of law. IBU reserves the right to restrict speech that violates the law, that is threatening, harassing, or defamatory, that is discriminatory, or that violates privacy. While free speech is fundamental, there are competing interests that are also protected by law and these interests are not superseded by this policy. IBU reserves the right to manage the time, place, and manner of expression to prevent the undue disruption of normal university operations. IBU reaffirms its commitment to ensuring the safety and dignity of all members and this commitment will guide this management.

## **Procedure**

### ***Review & Implementation:***

The Office of the VP Academic is responsible for the implementation and review of this policy. That Office will investigate any complaints under the auspices of this policy. Complaints may be made in situations including (but not limited to) situations where there is disruption that interferes with an event or an ability of people to express themselves freely.

IBU commits to preparing a report on the implementation of this policy and submitting it to the Higher Education Quality Council of Ontario (HEQCO) or other government- approved body that is overseeing the quality and enforcement of these policies. The statement will be reviewed every three years. As part of this review, new policies, guidelines, and material may be developed to better ensure that this policy is accurately interpreted and implemented.

## 5.16. ACADEMIC FREEDOM

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Policy Number:	210
Approval Authority:	Board of Directors
Responsible Office:	Vice President, Academic
Approval Date:	February 21, 2021
Effective Date:	September 2021

### **Purpose**

The Academic Freedom Policy outlines the rights and responsibilities of faculty in upholding and preserving principles of academic freedom.

Scope: This policy applies to all of the university's faculty, staff, and students.

### **Definitions:**

We follow Universities Canada in defining academic freedom as *the freedom to teach and conduct research in an academic environment. Academic freedom is fundamental to the mandate of universities to pursue truth, educate students and disseminate knowledge and understanding.*

### **Policy:**

All faculty of IBU are entitled to conduct research and publish results according to the principles, sources and methods of their academic disciplines without interference, coercion, or censure. In addition, it is expected that they will teach, articulate and exchange ideas with integrity and professionalism, in a spirit of openness, curiosity, honesty and engagement.

Faculty have a responsibility to allow their knowledge and claims to be submitted to a rigorous and public review by experts in their respective field. Academic freedom must be based on reasoned discourse, extensive research, and peer review.

As a teaching-oriented university, IBU is committed to ensuring that students have the freedom to pursue research and projects that enrich their own personal and professional development and to be exposed to the rigorous standards that define effective, evidence-based research.

Academic freedom does not relieve any member of the university from their obligations or duties inherent in the roles associated with the teaching and learning process or Ontario Human Rights policy and legislation.

## 6. Admission Policies:

### 6.1. ADMISSION TO UNDERGRADUATE STUDIES

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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 fulfill 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) o Official high school transcripts\*
  - A completed online application form.
  - 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\*
  - Proof of English Proficiency (if required)
  - A completed online application.

#### **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\*
- Proof of English Proficiency (if required)
- A completed online application form.
- Resume

### **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 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 that can be taken from anywhere in the world. Admissions requirements for international students in this stream are the same as for domestic students. International students enrolling in the *Online PLUS* stream 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.

## 6.2. TRANSFER CREDIT, UNDERGRADUATE

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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 B / 73% (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.

- a) 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 submit evidence of their grounds for the course challenge. For instance, students should provide supporting documents to substantiate prior experience and learning acquired in the past. If the Dean grants consent for the course challenge to proceed, a faculty member specialized in the knowledge domain will be assigned to assess the student's knowledge of the course matter and fulfillment of the learning outcomes.

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 institutions, 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).

## 7. Academic Policies:

### 7.1. ACADEMIC INTEGRITY

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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:

#### 1<sup>st</sup> Offence

- 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;

#### 2<sup>nd</sup> offence

- A reduction in the final grade received for the class in question;
- A failing grade given for the course in question; or,
- 3<sup>rd</sup> offence
- Any of the above 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 is not satisfied with the decision of the dean, he/she may choose to appeal to the Dispute Resolution committee. Such appeals should be submitted to the DRC with all supporting documentation through the Registrar's Office within 3 days of Dean's decision. DRC will review the appeal and may choose to meet with the student (if necessary). The decision as rendered by the DRC is final and can not be appealed.

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.

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 DRC may rule on whether or not any record of the proceeding stays in the student's official record.

If the decision is guilty, the DRC, will assign the penalty.

## 7.2. GRADING, UNDERGRADUATE

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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.

<b>Definition</b>	<b>Specific Letter Grades and GPA and % Equivalencies</b>	<b>Standard Required</b>
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 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
	<b>Non-percentage grades</b>	
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.

### 7.3. GRADE POINT AVERAGE, UNDERGRADUATE

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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.

## 8. GUIDELINES AND PRACTICES FOR COURSE DELIVERY

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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

### **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.

#### ***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*

- Check and respond to email at least once a day (within twenty-four hours).
- 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.
- Lead the discussions and encourage equal participation by all students.
- Monitor the activity of all groups (if any).
- Intervene occasionally to stimulate discussion or improve class dynamics.
- 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.

### ***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.

### ***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.)

### ***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.

### ***Academic Community Policies***

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

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

The Virtual Learning Orientation Course will emphasize meaningful participation in both course activities and informal communications through the virtual forums.

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.

## 9. Tuition and Other Fees

All fees and charges are quoted in Canadian dollars (CAD). For further information about tuition, fees, and payment methods, please contact the Registrar's Office.

Programs run on a quarterly system with three full terms per year (fall, winter, and summer). Once admitted to a program, the student is expected to register in courses and pay tuition fees for all quarters each year. Tuition fees are due prior to the start of each term. Students may request to pay tuition fees in monthly installments over the term -approval will be based on previous payment history. Arrangements for payment of tuition must be made at least one week prior to the start of each term.

Enrollment for a subsequent term will be denied to student who fails to fulfill their financial obligation. In addition, no diploma is released to a student with outstanding financial obligations to International Business University. In all cases, a student remains responsible for tuition and other charges incurred.

<b>Registration Deposit (Seat Fee)</b>	\$250 must be paid at the time of application. This is a non-refundable amount that will be credited towards the student's tuition.
<b>Course Tuition Fee</b>	See the website for current Course Tuition Fee rates.
<b>Continuous Enrolment Deposit</b>	\$250
<b>Course Withdrawal Policy</b>	Course withdrawal fees are based on the number of days that the student is enrolled in each course, starting on day 1. Students are charged on a pro-rata rate to the date that the institution is notified in writing. The deadline for course withdrawal refunds in undergraduate programs is the end of Tuesday Week 8 in the semester.
<b>Credit Balances</b>	Credit balances resulting from cancellations, withdrawals or other schedule changes will be applied to upcoming payments on the student's current or next term of study. Graduated or withdrawn students may request a credit balance be refunded by sending a written request to the Bursar. A refund cheque will be issued within 30 days of receipt of the request.
<b>Transcript Fee</b>	\$30 must accompany a student's Request for Transcript Form. Additional fee on actuals will be charged if the student requests the transcript to be couriered. Note: the student must be in good financial standing with the University prior to transcript being issued.

<b>Replacement Diploma</b>	All replacement diplomas cost \$65 each.
<b>International Student Fee</b>	An International Student fee is required on a per te basis. Please see the website for current rates.

## 9.1. Financial Aid & Awards

Students studying at International Business University have a number of options to choose from when financing their education. Please click on the appropriate link for more information.

### 9.1.1. Student Line of Credit

Students at International Business University may be eligible to apply for a student loan or a student line of credit through numerous Canadian financial institutions. Students should visit their local branch, or the institution's website for further detail:

- TD Bank– <http://www.tdcanadatrust.com/products-services/borrowing/loans-lines-of-credit/student-line.jsp>
- CIBC - <https://www.cibc.com/ca/loans/student-loc.html>
- Bank of Montreal – <https://www.bmo.com/home/personal/banking/loans-loc/loc/student-line-of-credit>
- Royal Bank – <http://www.rbcroyalbank.com/personal-loans/student-line-of-credit.html>

### 9.1.2. Registered Education Savings Plan (RESP)

Degree and diploma programs are eligible for RESP funds. A letter of acceptance from the faculty is typically all that is required to have RESP funds released by your provider. Please visit the Human Resources and Skills Development Canada website for more information.

### 9.1.3. Lifelong Learning Plan (LLP)

The Lifelong Learning Plan (LLP) allows you to withdraw up to \$10,000 in a calendar year from your Registered Retirement Savings Plan (RRSP) to finance full-time training or education for you, your spouse, or common-law partner. You cannot participate in the LLP to finance your children's training or education, or the training or education of your spouse's or common-law partner's children. As long as you meet the LLP conditions every year, you can withdraw amounts from your RRSP until January of the fourth year after the year you make your first LLP withdrawal. You cannot withdraw more than \$20,000 in total.

For more information, visit the [Lifelong Learning Plan](#).

## 10. Services for Students

- **University Directory**

<b>Department</b>	<b>Contact</b>
Admissions	<a href="mailto:admission@ibu.ca">admission@ibu.ca</a>
Registrar's Office	<a href="mailto:registrar@ibu.ca">registrar@ibu.ca</a>
Technical Services	<a href="mailto:helpdesk@ibu.ca">helpdesk@ibu.ca</a>
Academic Accommodations for Students with Disabilities	<a href="mailto:registrar@ibu.ca">registrar@ibu.ca</a>
Dean of Academics	<a href="mailto:dean@ibu.ca">dean@ibu.ca</a>
University Mailing Address:	International Business University 9th Floor, 80 Bloor St West, Toronto, ON M5S 2V1, Canada
Telephone:	<a href="tel:(416)923-1111">(416) 923-1111</a>
Toll Free:	<a href="tel:1(866)923-3111">1 (866) 923-3111</a>

- **Registrar's Office**

Registrar's Office helps and assists students about their progression during their programs and about a wide range of matters related pertaining to scheduling, academic activities, program support and International Student Advising. Any requests for advice or support can be made at any time through e-mail, web-form, or phone numbers.

- **Housing Services**

The enrolment office maintains a list of accommodations to assist students in finding suitable housing. In most cases these are shared apartments or rooms in private homes.

Any leasing arrangements are made between individual students and property owners, many of whom require prepayment of the first and last month's rent. Students who may need help locating housing or who have problems related to their accommodations should contact Enrolment Office.

- **Career Services**

International Business University aims to maintain an active Career Support Centre that is solely centered and responsible to support the graduates in their search for career related employment. Programs and workshops are organized to prepare graduating students about their employment research, networking techniques, resume development and interviewing skills. Career Center at IBU constantly aims at building strong relationships with industry professionals to help with their recruitment needs. We at IBU provide our students with valuable resources, labour market information, career event opportunities, and resources to various web links.

- **Academic Accommodations for Students with Disabilities**

International Business University recognizes it's legal and moral responsibility to provided reasonable and required accommodation to it's students with disabilities in order to ensure fair and equitable access to all services and facilities for all it's students. Students in need of any such accommodation may request for the same or learn more about the policy and procedures related to accommodation & accessibility by emailing [registrar@ibu.ca](mailto:registrar@ibu.ca)

- **Mental Health and Wellness Services**

At International Business University we encourage and support our students to complete their programs and fulfill their career objectives. We enable this through ensuring a consistent approach, to support mental health of our students. We guide members of our school community on how to respond to students in distress and facilitate awareness-raising and education related to mental health and wellness through various workshops and available resources.

- **Student Activities**

International Business University offers a wide range of on and off campus activities in which students can participate. We encourage student led and planned activities. Clubs and activities reflect students' interests and may change periodically. Questions and suggestions concerning student activities can be addressed to the Student Services Department at the university.

- **Technical Support**

Technical support may be requested by a toll-free telephone line, or email at [helpdesk@ibu.ca](mailto:helpdesk@ibu.ca). Requests for assistance received outside normal business hours may not be handled until the next business day.

If you encounter any problems with a computer/printer in any of the labs, please report the problem to your faculty member if issues occur during the class. If a problem arises outside of class hours, a help desk ticket can be initiated through [helpdesk@ibu.ca](mailto:helpdesk@ibu.ca)

**If you require immediate assistance or have any question about the technical resources at IBU please don't hesitate to submit your question [helpdesk@ibu.ca](mailto:helpdesk@ibu.ca).**

- **Forms**

We encourage all our students to request and use the requisite forms for making any request. A form provides evidence that certain actions took place. All the form are available in the registrar office and can be requested through student portal or by emailing [registrar@ibu.ca](mailto:registrar@ibu.ca). These forms are used to help the University administration run more efficiently.

- **List of Forms:**

- Transfer Credit Application Forms
- Student Conduct Incident Report

- Request for Proof of Enrolment Letter
- Confirmation of Enrolment
- Request for Grade of “Incomplete” Form
- Course Withdrawal Form
- Program Withdrawal Form
- Transcript Request Form
- Grade Appeals Form

## **11. Program Information**

### **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.

## 11.1. Curriculum at a Glance

			Core Business	General Business	International Business	Technology & Innovation	Noncore Courses
<b>Level 1</b>	<b>Semester 1</b>	Introduction to Business	3				
		Introduction to International Business	3				
		Introduction to Accounting	3				
		Business Research & Communication		3			
		Contemporary World History					3
	<b>Semester 2</b>	Introduction to Financial Analysis	3				
		Applied Economics	3				
		Organizational Behaviour	3				
		Technology Literacy and Applications				3	
		Critical Thinking: A Philosophical Perspective					3
<b>Level 2</b>	<b>Semester 3</b>	Marketing and Sales	3				
		International Management			3		
		Information Technology Applications				3	
		Entrepreneurship and Innovation				3	
		Arts and Contemporary Studies					3
	<b>Semester 4</b>	Interpersonal Skills and Assessments		3			
		Project Management					3
		Entrepreneurship and Innovation	3				
		Business Planning					
		Project Course	6				
<b>Level 3</b>	<b>Semester 5</b>	Law and Ethics in a Business Context	3				
		Negotiation Skills		3			
		Global Business Issues			3		
		Data Analytics for Business				3	
		Breadth Elective					3
	<b>Semester 6</b>	Advanced International Finance			3		
		Market Research	3				
		Information Technology Management				3	
		Advanced Data Analysis				3	
		Breadth Elective					3
<b>Level 4</b>	<b>Semester 7</b>	Global Strategy			3		
		Technology Trends and Implications				3	

		Applied Research Skills	3			
		Leading in a Diverse Context		3		
		Breadth Elective				3
	<b>Semester 8</b>	Culture and Design Thinking			3	
		User Experience Design			3	
		Breadth Elective				3
		Capstone Course	6			
<b>Total numk of credits</b>			<b>42</b>	<b>12</b>	<b>15</b>	<b>27</b>
					<b>24</b>	

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
	POLI1002	Global Trends and World Politics
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
	HIST1001	Contemporary World History
	PSYC1001	Psychology and Cognition
	COMM1002	Communications Theory and Practice

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## 11.2. Course Descriptions

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### 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).

## 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)

**Disclaimer for Academic Calendar:**

The Academic Calendar is the official publication of IBU's regulations, policies, program requirements and course description for 2023-2024 academic year. The programs, courses and policies listed in the Academic Calendar have been approved by Academic Council to offer our students in 2023-2024 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 Academic Calendar or the use of IBU website. Accordingly, the statements made in this Academic Calendar do not constitute a binding contract between the student and IBU.



