



INTERNATIONAL BUSINESS UNIVERSITY OF
SCANDINAVIA

International Business University of Scandinavia

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www.ibus.education OR www.ibu-s.com

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A Word From the IBUS Management Team

Global vs. International:

IBUS believes that the world is becoming not only internationalized but globalized.

We establish partnerships in various regions as well as restructured our organization to be in line with the global world.

Our motto: ***“Everyone has the right to a quality degree program at a fair tuition”***

So join us and let us help change your life!



About IBUS

IBUS has a focus on distance and blended learning programs which brings the newest training methods to our target group. Our focus is mainly international.

IBUS conducts training at [B.A., MBA and Doctor Levels](#). The desire of IBUS is working on securing high quality education at a decent price while providing international education with flexible, high quality degrees.

We have a large external faculty with academic facilitators from all parts of the world. We try to secure the best possible setup for our international programs.

The global business environment has changed more in the last five years than over the previous 50. To progress and compete, you need a degree that is appropriate to the international skills you require.

IBUS offers all of these opportunities in highly developed module-based programs with options which can be customized.

IBUS is dedicated to delivering high quality knowledge as well as state of the art skills, enabling today's students to engage in business management issues with the needed theoretical level and self-confidence. The material is both theoretical and practical. Our faculty is international with extensive industry-specific experience.

Why do we use the name [Scandinavia](#)? It's due to the fact that our teaching methods are from [Scandinavia](#). Many of our core staff were originally trained, or are undergoing training in [Scandinavia](#). The methods of [Scandinavia](#) are based on equal participation between students and faculty.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the [School Performance Fact Sheet](#), which must be provided to you prior to signing an enrollment agreement.

The fact sheets can be found under each program on our website. As the online programs are new running in 2014 the statistics will not be available until 2015/2016.

Transferability of Credits

“NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION”

“The transferability of credits you earn at IBUS is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in IBUS programs are also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending (IBUS) to determine if your (credits or degree, diploma or certificate) will transfer.”

IBUS have agreements for credit transfers with:

Within [International Business University of Scandinavia](#) and [International Business School of Sandinavia](#) there is free access to transfers. This include countries such as Denmark, United Kingdom, Egypt, United States and soon many more to come.

[IBUS](#) is currently undergoing expansion into many other regions and countries.

Keep yourself updated on www.ibu-s.com

- International Business School of Scandinavia (In Denmark and UK). Full credit transfer agreements.
- Swiss School of Business & Technology (Switzerland). Full credit transfer agreement.
- International Academy of Switzerland (Switzerland). Full credit Transfer Agreement
- International Business University of Scandinavia (Cambodia). Full Credit transfer Agreement.

NOTICE: Due to California Transfer regulations IBUS might not be able to allow students to transfer into IBUS from those programs as those programs might not be state recognized and therefor not be allowed to give credit transfer into the IBUS programs by the state of California regulations.

Our students are therefore strongly advises to check carefully before starting any of our partner programs if those are eligible for transfer into IBUS. Our Partners all have agreed to allow IBUS students to transfer full credits into their programs.

IBUS Accept credits from licensed and accredited institution

Credit transfer rules of The State of California.

(1). a maximum of 75 percent of the units or credit that may be applied toward the award of a bachelor's degree may be derived from a combination of any or both of the following:

(A) Units earned at institutions approved by the Bureau, public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the undergraduate program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs approved by the Bureau or accredited by an accrediting association recognized by the U.S. Department of Education;

(B) Challenge examinations and standardized tests such as the College Level Placement Tests (CLEP) for specific academic disciplines.

(2) No more than 20% of graduate semester units or the equivalent in other units awarded by another institution may be transferred for credit toward a Master's degree. An institution may accept transfer credits only from the institutions of higher learning described in subsection (1)(A).

(3) No more than 30 graduate semester credits or its equivalent awarded by another institution may be credited toward a doctoral degree. This subdivision does not apply to graduate programs that lead to a profession or an occupation requiring state licensure where the licensing agency has a regulation permitting a different standard.

Policy for experiential learning:

- (A) The prior learning is equivalent to a college or university level of learning;
 - (B) The learning experience demonstrates a balance between theory and practice and;
 - (C) The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.
- (2) Each college or university level learning experience for which credit is sought shall be documented by the student in writing.
- (3) Each college or university level learning experience shall be evaluated by faculty qualified in that specific subject area who shall ascertain (1) to what college or university level learning the student's prior experience is equivalent and (2) how many credits toward a degree may be granted for that experience.
- (4) The faculty evaluating the prior learning shall prepare a written report indicating all of the following:
- (A) The documents in the student's record on which the faculty member relied in determining the nature of the student's prior experience;
 - (B) The bases for determining that the prior experience (i) is equivalent to college or university level learning and (ii) demonstrates a balance between theory and practice; and
 - (C) The bases for determining (i) to what college or university level the experience is equivalent and (ii) the proper number of credits to be awarded toward the degree for that experience.
- (5)(A) The institution shall designate at least one administrator to be responsible for the review of faculty determinations regarding the award of credit for prior experiential learning.
- (B) The administrator shall document the institution's periodic review of faculty evaluations to assure that the faculty written evaluations and awards of credit comply with this section and the institution's policies and are consistent.
- (6) The amount of credit awarded for prior experiential learning shall not be related to the amount charged the student for the assessment process.
- (7)(A) Of the first 60 semester credits awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.
- (B) Of the second 60 semester units (i.e., credits 61 to 120) awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.
- (C) Of the first 30 semester credits awarded a student in a graduate program, no more than 6 semester credits may be awarded for prior experiential learning.
- (D) Of the second 30 semester credits (i.e., credits 31 to 60) awarded a student in a graduate program, no more than 3 semester credits may be awarded for prior experiential learning.
- (E) No credit for experiential learning may be awarded after a student has obtained 60 semester credits in a graduate program.

IBUS programs:

- (A) Cannot be expected to be eligible to sit for the applicable licensure exam in California and other states.
- (B) Are unaccredited and as such is not recognized for some employment positions, including, but not limited to, positions with the State of California.
- (C) Students at IBUS enroll knowing that a student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

Finance and loan

IBUS does not participate in any federal or other loan or aid arrangements.

IBUS has not been involved in or had any pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under.

California State License

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Website: www.bppe.ca.gov.

IBUS license to operate as a private postsecondary institution in the [State of California](#) is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010. The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at: [P.O. Box 980818, West Sacramento, CA 95798-0818, 888.370.7589](#).

"Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535, Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897."

IBUS is working as a non Accredited Institution:

- A. Students cannot holding a IBUS degree expect to sit for the California/other states licensure exams.
- B. Students holding a IBUS degee cannot use this degree to apply for state jobs e.g. in California. Also students might not be eligible to apply for other jobs using the IBUS Degree.
- C. Students enrolled in the IBUS progam are not eligible for federal financial aid programs.

IBUS Program Objectives

- To bring quality blended learning into the next decade
- To bring quality international business education to the working adult learners
- To offer quality international business education at an affordable price
- To develop applied management and business development skills

Vision and Mission

Motto: Everyone has the right to a quality degree program at a fair tuition.

Mission: We want to give our students access to a quality education.

Vision: Become a global educational provider in the fields of Business, IT and Management.

Value set:

As a professional international educational institution, we want to offer our employees, customers and business partners a cooperation based on the following:

Students:

- International perspective
- Willingness to develop their own businesses

Employees:

- Involvement in blended learning methods
- Education with an international mind

Universities and colleges:

- Modern and forward moving
- Open to full cooperation

Partners:

- Trustworthy
- Long term commitment
- Accurate
- High academic level
- Contribute to the world peace process through education of international students

Management and Faculty

Management

President: Mr. Martin Nielsen

Mr. Martin Nielsen holds a Masters degree in International Business and is currently working on a Ph.D. in Business Administration. He is a professional business developer with a notable track record in dynamic corporate environments. He's a dedicated business development specialist with proven results translating organization business requirements into functional programs aligned with corporate culture and growth goals. Mr. Nielsen is a motivational team builder, skilled in policy development, benefits administration, employee relations, performance management and training. A strong team builder adept in targeted recruitment and hiring improving retention, maximizing potential and champion career advancement. Mr. Nielsen has more than 15 years of experience working in the educational industry. His previous position in the IT sector has greatly influenced IBUS.

Chief Operating Officer: Meilina Puteh

Mrs Meilina Puteh (BA (University of Malaya), MPA (University of Southern California), AMN)

Meilina is our COO and is the key of our admin and sales activities. Meilina has many years experience both in the US and internationally in University Administration.

Educational Director: Dr. Sandra Safwat

Dr. Sandra Safwat is currently doing her Phd. in Aalborg University (Denmark) under a joint AU scholarship from the Danish state. Sandra is writing about how elearning between Denmark, Asia and the middle east become optimal. Expected finalization of Phd. is in early 2014.

Dean Of Business Faculty: Lawrence Rubly

An accomplished general manager a strong international background in business development and in online and traditional education management and technology transfer applications. Exceptional interpersonal and relationship-building skills. Excel at developing disciplined teams and providing the vision, strategy, and collaborative leadership necessary to achieve critical business objectives.

Head Librarian: Joyce Fedeczko

Joyce Fedeczko is currently the Information Resources Director at LAC Group Illinois. Her career work experiences are all in library management for various organizations. Dynamic, energetic multi-subject specialist librarian with a passion for service. Customer service focused and a strong leader, manager and researcher. Perceptive and farsighted Library Director with solid experience overseeing all levels of multiple projects and budgets.

Example of faculty:

Jama Bradley

PhD in Education Leadership with Business Management & PoliSci Collaterals, MS in Education with Business & Technology collaterals.

PhD - University of Tennessee, Knoxville, May 1995; Masters - University of Tennessee, June 1984.

Jama Bradley is currently Faculty Development Coordinator at Colorado State University. As a professional teacher for the past 20 years, he has also held various teaching and administration positions. He also has held numerous adjunct and parttime positions as instructor in various universities. He has also held several administration and consultancy functions in various schools and training centers. He has been a member of professional organizations since 2004 - PMI & PDMA.

Nathan Bradley

MBA with emphasis on Computer & Information Security; BBA - Applied Computer Science (Magna Cum Laude)

MBA - Northcentral University, Prescott Valley AZ, 2010; BBA - Northcentral University, September 2009 (Magna Cum Laude).

Nathan Bradley is currently the IT Director of Temps, Inc., a national healthcare organization, and Proprietor of SimplexTech, a technology service company, since 2007. His academic experience also includes teaching positions in various institutions -- Colorado State University, Ozarks Technical Community College, Stevens Henager College (Salt Lake). He has done curriculum development in Colorado State University.

Robert Donnelly

Prof. Donnelly has had 20 years of corporate management experience, and over 20 years of academia. Bob has had work experiences with big companies like Exxon and IBM. Bob is interested in teaching online, 24x7, and has no preference on being full time or part time.

Kane R. Todd

PhD Candidate 2014 on Organizational Leadership. MBA on Healthcare Mgmt. BBA on Management

PhD Current - Northcentral University, Prescott Valley AZ; MBA - Northcentral University,

Recently the President/CEO of a healthcare company, R. Todd Kane is currently holding several teaching positions -- Faculty Training Manager at Colorado State University, Global Campus faculty at CSU, Instructor at Steven Henager College, Adjunct Professor at Kaplan University. Todd has had 15 years of senior level management experience, as well as, 25 years of progressive management, C-Suite, and HR experience.

Arlene Goodman

Doctorate in Business Administration; Bachelor of Business Administration.

DBA - Argosy University, Sarasota, FL, 2012; BBA - Hofstra University, Hempstead NY, 1972.

Arlene Goodman is currently Instructor for Accounting & International Business for 4 institutions -- City College at Fort Lauderdale, FL, (June 2007 - 2013), Devry University (since June 2013), Colorado State University (since Sep2013), Post University, Waterbury, CT (since Oct2012), Colorado Technical University -- Denver, CO (since Oct2012), & Keiser University -- Pembroke Pines, FL (Aug2005 - Sep2006). Arlene has had 27 years of professional accounting experience. Arlene was the Chief Finance Officer of the Jewish Community Foundation of SPBC, Boca Raton, FL (2008 - 2013). Arlene was the Accounting manager at the Holy Cross Hospital, Ft. Lauderdale FL (2006 - 2008). Arlene was the Sr. Tax Associate and Instructor at H & R Block (1990 - 2009).

Lisa Cherivtch

MBA with Marketing emphasis; BA Marketing

MBA - De Paul University, Chicago, Illinois, 2000; Bachelor - Northern Illinois University, 1989.

Lisa is currently Associate Professor at Oakton Community College (since 2007). She is also an Instructor at Elgin Community College (since 2005). With professional organizations, she is currently the Director-Liaison for Educational Relations at the International Trade Association for Greater Chicago.

Andy Klein

Ph.D. Business Administration, University of Illinois at Chicago; MBA International Business, University of Chicago; BA in Economics.

PhD - University of Illinois in Chicago, Chicago, IL, 2003; MBA - University of Chicago, Chicago, 1983; BA - University of Massachusetts, Boston MA, 1977

Andy Klein is Assistant Professor of Management in the School of Business Management at the American University of Sharjah, UAE. Prior to that, he was the Associate Director of Business Programs at DeVry University, where he worked in Central Academics for twenty years. His other positions at DeVry included Regional Manager for Chicago, Director of Faculty Relations, Program Manager of the Master of Human Resource Management program, and Curriculum Manager in several areas. He has taught leadership development workshops at Lebanese American University in the Institute of Banking and Finance in Beirut, and has taught seminars in human resource management at Northeastern University in Shenyang, China. Prior to moving to the UAE in 2007, he was an Adjunct Professor at Northwestern University's (Evanston Illinois) Master of Product Development program, where he taught Ethics and Leadership. His research interests focus on the role of organizational culture and leadership in firm effectiveness and performance.

Seth Levine

DBA; MBA/MPA; BBA (Cum Laude - Dean's List)

DBA - Nova Southeastern University, Fort Lauderdale FL, 2010; MBA - University of Miami, Coral Gables FL, December 1989; MPA - University of Miami, June 1985; BBA - University of Miami, December 1983.

Seth Levine is a CPA, and currently the COO of Torano USA since 2011 (previously also the CFO, 1995 - 2001). In academics, he is also currently Senior Faculty for Becker Professional Education (since 1989), and, Senior Faculty for Keller Graduate School of Management (since 2000), and Adjunct Professor in Accounting for University of Miami (since 1990). He has also previously held various audit management & consultancy positions with Arthur Andersen Consulting and Price Waterhouse.

Norman Meonske

Ph.D in Accounting; Masters in Accounting; BSAccounting.

PhD - University of Missouri; Masters - Wichita State University; Bachelors - Wichita State University.

Professor Norman Meonske started his career at Kent State University as an Assistant Professor in 1972 after completing his doctoral program at The University of Missouri and progressed to the rank of Full Professor. His teaching experience includes Wichita State University, University of Missouri, Western Illinois University Northeastern University and Keller Graduate School of Management. He passed the CPA exam in 1974 and received his Ohio CPA certificate after obtaining his public accounting experience with Cleveland, Ohio Arthur Andersen & Co. Currently he is teaching all sections of the Becker CPA Review Online Classes across the country for the Keller Graduate School of Management. He designed and taught online CMA Review, Financial Statement Analysis and Cost Accounting courses in addition to his teaching online courses for Kent State University and DeVry University. Dr. Meonske is perhaps best known for the highly successful Ohio Council IMA (Institute of Management Accounts) Meonske Professional Conference (<http://ohio.imanet.org>) held at Kent State University each year. He is the recipient of the prestigious IMA R. Lee Brummet Institute of Management Accountants (IMA) Distinguished Service Award, among many other prestigious awards, during his illustrious career in Accounting.

David Overbye

Ph.D. Electrical engineering; Masters of Business Administration; Masters of Electrical Engineering; B.S. Electrical Engineering.

PhD - University of Illinois, Chicago, 2004; MBA - University of Wisconsin, Milwaukee, 1988; MSEng - University of Wisconsin, 1983; BSEng - University of Wisconsin, Madison, 1980.

David Overbye is an accomplished business and academic leader who has held increasingly responsible positions in engineering, accounting, finance, and academic administration. Special competencies in engineering education, accreditation, management of multi-site, multi-level, regionally accredited educational institutions, and leadership in highly ambiguous and complex organizational environments. David is currently the Dean of Academic Affairs & the Chief Academic Officer for Realtor University. For the past 20 years, since 1994 David has held various management, administrative, and academic positions with other institutions -- DeVry University, and, the Keller Graduate School of Management. Prior, he has also held management & supervisory positions in his 12-year stay with the Wisconsin Electric Power Company.

Stan Lan

PhD (Educational Leadership and Human Resource Studies); MS in Electrical Engineering; MS in Education; B.S. Engineering (1982).

PhD - Colorado State University, Fort Collins CO, Summer 2004; MSEE - Northern Illinois University, Dekalb IL, Spring 1992; MSEducation - Northern Illinois University, 1988; BSEngg - University of Technology, Shanghai China, 1982.

Stan Lan is currently Full Professor, College of Engineering and Information Sciences, DeVry University. Previous academic engagements for 20 years (1992 - 2012) include the following academic positions -- Dean of Academic Affairs (Chief Academic Officer), Keller Graduate School of management, DeVry University; Academic Dean, DeVry University Chicago; Chairperson and Associate Professor, DeVry Institute of Technology; Assistant Professor and Department Head, West Virginia University-Institute of Technology. In China, he was the Assistant General Manager, Xinhua Power Plant Control Engineering Company, Ltd., Shanghai, China, December 1988 to November 1989, as well as, a Research Scholar, Virginia Polytechnic Institute and State University, Blacksburg, VA, March 1986 to August 1988.

Larry Rubly

MBA Marketing & Finance; MS Linguistics; MA Germanic Linguistics; BA German & Linguistics.

MBA - Southern Illinois University, Carbondale; MS - Illinois Institute of Technology, Chicago; MA - University of Notre Dame, South Bend, IN; BA - University of Notre Dame, South Bend, IN.

Larry Rubly is an accomplished general manager with a strong international background in business development and in online and traditional education management and technology transfer applications. He has exceptional interpersonal and relationship-building skills. He excels at developing disciplined teams and providing the vision, strategy, and collaborative leadership necessary to achieve critical business objectives. All in all, Larry is an accomplished management executive in the corporate world. He also has extensive academia experience, especially in startups and administration, in various colleges, and learning institutions. He currently holds board seats in various companies.

Rene Ryman

DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL

DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.

Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.

Melanie Shaw

PhD. Education -- Curriculum and Teaching; Master of Education -- Education Administration; Master of Science -- School Counseling; Bachelor of Science -- Liberal Studies and Music.

Ph.D - Northcentral University, Prescott Valley AZ; ME - Grand Canyon University, Phoenix AZ; MS - University of West Alabama; BS - Excelsior College, Albany NY.

Melanie Shaw is currently the Faculty Mentor and Foundations Faculty for the Northcentral University in Prescott Valley, AZ. Prior, she held various administrative and academic positions, foremost of which was being the Director for Curriculum Development. She also holds various administrative & academic functions with other institutions -- Director of Faculty Services & Adjunct Faculty for Colorado State University, Adjunct Faculty for Ozarks Technical Community College, Springfield, MO, and Contributing Faculty Member for Walden University, Baltimore. She was also the President & CEO of iMedia Publications 2012 - 2013.

Ina Von Ber

Business Management with Specialization in Leadership; PhD. Clinical Psychology; MA Psychology; BA Psychology.

BM - University of California, San Diego CA, 1997; PhD - University of California, San Diego CA, 1989; MA - University of California, San Diego CA, 1984; BA - University of California, San Diego CA, 1983 (Cum Laude).

Ina Von Ber is currently the Founder and Director of La Jolla Institute for Psychotherapy in La Jolla CA (since 1987). She has also had numerous management consulting work with various Fortune 500 companies, including corporate clients (partial listing): AEG/Daimler Benz, FAA, USAIRWAYS, Siemens, Hewlett Packard, Motorola, Qualcomm, Sprint, Credit Suisse. Ina has also held various academic work with several institutions -- San Diego State University, University of San Diego, California State University, Chicago School of psychology, Upper Iowa University. Since 2006, she is also the current Consul General for Bosnia Herzegovina to the United States.

IBUS Student Network

IBUS students all over the world are engaged in a lifelong learning process through the active IBUS network. Headed by our senior faculty, leaders throughout the world inspire, help and encourage other leaders of the network every day.

We believe the benefit of a society is higher when students and alumni can meet and interact. Therefore all students are invited.

Faculty and students share issues, problems and challenges in a trusted and exclusive environment. Every day, they form new solutions and ways to improve their own work environment.

Alumni “Managers of the Future” Network

We call our IBUS society “Managers of the Future” to signify that our network is oriented towards new methods of management and technology.

Our society gives the participants a global network with activities in all parts of the world.

Students and graduates of the program are automatically eligible as members of the Society of the International Business University of Scandinavia, partaking in the executive network. There are no membership fees and many events are free. A fee may apply for certain events.

The agenda of the IBUS Network is:

- The Facebook network (free)
- International speakers online events (free)
- Lifelong learning activities (fee applies)

Educational Concept



The **IBUS** degree program develops managerial and business development skills.

Based on recent research, the blended learning model, which combines synchronous and asynchronous is now the preferred model for online course design.

IBUS adopted this method achieved by multiple activities such as:

1. Live Events (Synchronous): Instructor-led learning events in which all learners participate at the same time, such as in a “virtual” classroom.
2. Self-Paced (Asynchronous) Learning: Learning experiences that the learner completes individually, at his own speed and on his own time.
3. Collaboration (Synchronous): Environments in which learners communicate with others, for example, e-mail, threaded discussions or debate forums on the LMS (Learning Management System).
4. Assessment: A measure of learners’ knowledge. Pre-assessments can come before live or self-paced events to determine prior knowledge. Post-assessments can occur following live or self-paced learning events to measure the learning transfer.

IBUS uses appropriate technology and believes in using the most cost-effective and freely available technology. **IBUS** makes sure to provide adequate technical support while giving students and instructors time to adjust to the new technologies.

One of the most important teaching strategies at **IBUS** is through open communication. We believe that a key to success of any distance education program is a high level of communication between students and teachers and between students and students.

At **IBUS**, we focus on the three types of interactions:

1. learner-content
2. learner-instructor
3. learner-learner

Classes: All classes are held online.

Placement: **IBUS** does not assist with any placements. Students should to enter the program already be in a job situation.

The list of instructional methods and platforms that will be used:

- **Tools used:**
- **Learning Management system:** Moodle
- **Synchronous learning system:** WIZIQ
- **Personal emails**
- **Skype for one to one discussions.**
- **Dropbox for file sharing**

1. Syllabus / course outline posting The syllabus will be posted and will be available on the IBUS portal, the syllabus will be an easily understandable and comprehensive syllabus, due to the absence of an instructor to review it.

2. Self Learning Tutorials

Previously recorded online lectures using WIZIQ will be uploaded to IBUS portal for students' review and which will not simply be a restatement of the written materials provided.

Some modules will have tutorials with text and videos uploaded to the portal. Each of these modules will have quizzes and assignments for self evaluation

3. Course Notes Course notes will be posted to the IBUS portal to supplement online lectures and required readings.

4. Course Reference Materials, Readings, Cases

Supplemental reading materials will be posted to the IBUS portal for students to download and the links to other websites are frequently provided as references.

5. Online Forums Structured online Forums, set by the instructor provide group discussion on course activities and assignments, by the use of real-time chat, the instructor can ask questions like in the traditional classroom.

The online Forum, also allows the instructor to give the students immediate feedback, questions, evaluate the students participation.

6. Email Email will be used to allows students to communicate with their instructor.

Students will be able to ask questions and send assignments to the instructor, in case they face a problem with the IBUS portal.

Also the instructor can use email to send evaluated assignments back to the students in case there is a problem with the IBUS portal.

7. Bulletin Boards, Group Discussion Boards, Digital Drop Boxes These tools will allow the students to collaborate on projects, exchange ideas and work with in group activities.

8. Online Testing Online testing through our IBUS portal, which will be a procedure allowing the instructor to use it as an evaluation instruments comparable to traditional paper-based test. True or false, multiple choice, matching, and fill-in-the-blank questions can be graded and posted. Long or short answer essay questions can be posted, but must be graded by the instructor online.

9. Feedback The IBUS portal (using Moodle) ensure that students receive sufficient feedback. Instructors are trained to promptly respond to emails and virtual office hours are to be held using the portal. Feedback of the computer graded exams will giving to the students on the correct answers to the questions answered incorrectly.

10. Virtual Classroom An online, interactive class session between students and instructor, using WizIQ, which will simulate the interaction found in traditional face-to-face classrooms, which will incorporate other web-based tools including audio chat, video classroom, whiteboarding, etc.

Equipment needed

As a student you are responsible for having access to a PC or Laptop/Ipad or other electronic tool to go online and work on your assignments and projects.

You are also responsible for having a functioning headset as well as microphone.

You will also need to have setup email account privately or having consent by your company to use the office email services.

Terms and conditions

Important

Students should ensure they read these terms and conditions very carefully before signing their application for enrollment.

These terms and conditions constitute the entire agreement between the parties and supersede any promises, representations, warranties, whether written or oral, made by or on behalf of one party to the other. We reserve the right to vary these terms and conditions without your consent at any time prior to entering a contract with you. In such circumstances, we will provide you with a revised set of terms and conditions. Nothing in these terms and conditions will exclude any liability which one party would otherwise have to the other party in respect of any statements made fraudulently.

All students agree to be bound by the regulations and procedures of IBUS, as amended from time to time. These can be found at www.ibus.com. Any reference in these terms to liability of students shall also infer liability on the parents or guardian of the students to the extent the students are minors and such liability is joint and several.

IBUS may assign or sub-contract, in whole or in part, some or all of the benefit and or burden of this agreement without any approval from students.

Application, confirmation payment

Students should complete their application and submit it to the IBUS admissions office.

When received, the student will be officially enrolled. The amount of the deposit required will be shown in the offer letter. Other payments terms depend on the specific program.

No payments in cash or to 3rd parties will be accepted as proof of payment. Students are not allowed to make payment to 3rd parties and IBUS will not be held responsible in any way for payments not paid directly to the IBUS bank account.

Deferrals

You may defer the start of your course, on the grounds that you have been prevented by some events from starting your course, up to a maximum of two times. You must ensure that your request to defer, with a full explanation of your reason for the request, is presented in writing and sent to the IBUS admissions office at least four weeks before your course start date. This should also include details of your preferred new start date for your course.

All deferrals are subject to the availability of your chosen new course start date at the time we receive your request to defer.

Tuition

All payments should be made in full pursuant to the payment plan. If bank or credit card charges are incurred by IBUS on such payments, through no fault of IBUS, these will be re-invoiced to the student's account so that IBUS receives the payment in full.

Any variation to standard payment terms must be by prior arrangement and agreed in writing.

Fees remain payable if a "notice of withdrawal" has not been given in accordance with these conditions.

Academic criteria

Students are accepted into the program on the strict understanding that progression through the course and successful completion of the course are conditional upon satisfactory attendance and successful attainment of specified progression grades. The assessment of student performance will take into consideration:

- Course work
- Internal center examination results
- Attendance
- Effort in class and homework
- Students who do not meet the attainment criteria for successful completion will not be allowed to proceed with their original course. In such cases, students will be offered advice on suitable alternative study plans that may involve additional time and expenditure with regard to tuition and accommodation fees.

IBUS standards for student achievement

1. Student Achievement:

Each program modules contain comprehensive measurements of student activities.

Assessment Strategy:

- Giving online exercises and case study
- Giving tests
- Giving assignments based on what is being learnt in the online class

Assessment Details:

- Online Class Participation (15%)
- Online Forums (15%)
- Assignment 1 (30%)
- Final Project (40%)

2. Perceived Student Satisfaction: In IBUS Each module is evaluated by our students. Each teacher is responsible to discuss this evaluation at final class.

The evaluation is to be conducted before 2nd last class.

IBUS Target is to have an average during a school semester of not less than 4 out of 5 (where 5 is the highest) for students satisfaction with both learning materials as well as faculty .

3. Completion/Graduation rates:

IBUS Aim at having a 75% on time completion rate and a 90% of total Graduation rate.

Attendance Policies

Students are accepted onto the program on the strict understanding that they attend all classes, including online classes. By signing the application form, students accept/ permit the Program Manager to make assessments for either course continuance or student withdrawal, should students incur attendance issues, and fail to meet attendance criteria.

Leave of Absence

A student who wants to take a limited time off from course work may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence. A student who does not register for consecutive semesters and is not on a leave of absence is automatically withdrawn from degree status and must apply for re-enrollment to resume degree status.

Deadline for requesting a leave

A leave of absence request (send by email to registrar@ibu-s.com with information about student name, Student ID, Course wanted to have leave of absence from and when) should be filed by the last working day before classes start in the semester/session the leave will begin.

Maximum length of a leave

A leave of absence is generally not approved for longer than one year. However, under special circumstances, a leave may be approved for a maximum of five years (e.g., military deployment).

Changing a leave

A student is expected to return for the "first semester back" indicated on the leave of absence form. However, a leave can be modified in the following ways:

Prior to the start of classes in the semester/session a leave is scheduled to begin, the student may cancel the leave by contacting the office where it was processed. Once a leave begins, it cannot be canceled.

No change is possible if the student on leave wants to return earlier than the "returning semester/session" indicated on the form or if he/

she does not register for classes in the “returning semester.” Re-enrollment procedures must be followed if the student wishes to resume degree candidacy.

During a leave of less than one year, the student may submit another leave of absence form requesting an extension. The extension must be approved by the business School dean.

IBUS ePortal Access account

Will be on hold during the leave and cannot be accessed until the student have ended the leave.

Verifying a leave

Students will receive a email from Registrar with formal approval of the leave.

Refund Policy

IBUS has in place the following guidelines to facilitate payments of refunds of tuition fees. These guidelines have been provided to explain to staff, sponsors and students when refunds of the tuition fee will be made by the University and how they will they be calculated.

1. STUDENT’S RIGHT TO CANCEL/ Withdraw.

Any student has the right, without explanation, to cancel the enrollment agreement and obtain a full refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. The cancellation has to be in writing. Any student may withdraw from the school at any time, after classes start, and receive a pro rata refund of 60 percent (60%) or less, calculated based on the remaining scheduled days in the current payment period in the program, and based on the last day of attendance.

The refund granted will have a further deduction for a registration or administration fee, not to exceed \$250.00, and the final refund amount will be paid or credited to the student within 45 days of withdrawal.

For the purpose of determining the final amount of the refund, the date of the student’s withdrawal shall be deemed the last date of recorded attendance. The amount for refund equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the remaining number of days scheduled to attend, prior to withdrawal. For distance education students scheduled days is based on a five day week, which does not include Saturday or Sunday, or any defined holiday within the catalog.

For programs beyond the current “payment period,” if the students obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the load plus interest, less the amount of any refund. The refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from the federal student financial aid program funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owned on the load, and or;

The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the load is repaid.

The institution shall pay or credit refunds within 45 days of a student’s cancellation or withdrawal.

2. State of California Student Tuition Recovery Fund (STRF).

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

2.1. California students must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

2.1.1. You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and;

2.1.2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer;

2.1.2. Your total charges are paid by a third party, and you have a separate agreement to repay the third party.

2.2. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

2.2.1. You are not a California resident, or are not enrolled in a residency program, or;

2.2.2. Your total charges are paid by a third party, such as an employer, government program or; other payer, and you have no separate agreement to repay the third party.

2.3. The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students who are California residents, or are enrolled in a residency program, attending certain schools regulated by the Bureau for Private Post-secondary Education.

2.4. You may be eligible for STRF benefits, if you are a California resident or are enrolled in a residency program, prepaid tuition, have paid the STRF assessment, and have suffered an economic loss as a result of any of the following:

2.4.1. The school closed before the course of instruction was completed.

2.4.2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

2.4.3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost.

2.4.4. There was a material failure to comply with the CPPEA Act of 2009, or with the rules and regulations administered by the BPPE, within 30 days before the school closed. If the material failure began earlier than 30 days prior to closure, this period may go beyond the 30-days.

Full Tuition Refund

(a) A refund of tuition fees paid will be made if:

- The University is unable to provide the academic course offered or the University withdraws an offer of enrollment for any reason (except if the student provided incomplete or incorrect information)
- A student at IBUS has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.
- IBUS will refund unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. Students will be eligible for a refund if they withdraw prior to completing 60 percent of the period. This refund will be prorated. Students having completed more than 60 percent are not entitled to a refund.
- IBUS will refund, pay or credit refunds within 45 days of a student's cancellation or withdrawal. The refund will not include an administration fee not to exceed \$250.

(b) How to get refund

Students will have to in writing request refund using the form and in signed send to refund@ibu-s.com

Student Complaints and Grievances

Our desire is for all students to have a positive experience at IBUS. However, we realize that sometimes situations occur where students need to have an opportunity to voice a complaint or grievance. Complaint and grievance procedures are designed to assist students who have a perception of unfair and/or unlawful treatment.

It is generally beneficial to discuss the problem with an IBUS personnel prior to filing a formal complaint. IBUS personnel are available to students to discuss issues that arise. Students should not hesitate to contact a faculty member, or any other staff person. IBUS has learned over the years most of the issues that come up can be resolved between parties during a scheduled office visit. We highly encourage students to take this step first. Unfortunately, not all situations can be resolved in this manner and require a formal process and the assistance of a third party. Below are a few suggestions to guide students through the process of filing a complaint or grievance:

A complaint or grievance should be raised as quickly as possible. Students should be aware of timelines regarding formal complaint and grievance procedures.

In the vast majority of cases, an attempt should be made to resolve the issue informally.

A written complaint or grievance should contain:

- a) a complete description of the complaint or grievance*
- b) any supporting documents*
- c) the desired outcome sought.*

Please use either our [a\) general complaint form](#) or [b\) our IT complaint form](#).

A completed complaint form should be sent to info@ibu-s.com

In addition, a student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (toll-free telephone number) or by completing a complaint form, which can be obtained on the bureau's website, <http://www.bppe.ca.gov>. Phone: (888) 370-7589, press 3 when prompted.

Timeline

For IBUS complains filed internally in IBUS students are to file those within 5 working days of any incident.

IBUS will respond within 30 working days from the complain is received.

IBUS target is to resolve all complains within 90 days.

Cases of an Alleged Violation of Student Academic Rights

(Grade issues, informed notice of course content and course grading criteria, etc.)

In most cases the student will appeal to the academic director in writing. If the problem is resolved by the Academic Director, the case will be dropped. If not, the case is referred to the IBUS's President/CEO. If the case is resolved by the IBUS President/CEO, the case will end. If not, the student will file a written request for a hearing by the Appeals Board. All parties are invited to file written statements. The Appeals Board will decide whether or not to hear the case. If the Appeals Board decides to hear the case, a hearing is scheduled and a decision will be made and the case will end. If the Appeals Board decides not to hear the case, the case will end. (Source: the IBUS Code of Conduct which outlines the complete guidelines, a specific timeline of student actions and responsibilities, and the IBUS's role in the process).

Cases of an Alleged Student Academic Offense

(Cheating, plagiarism, falsification of academic records, etc.)

In the case of an academic offense, the instructor will discuss the alleged offense and the proposed sanction with the student. If it is not resolved, the student will send a written appeal to the academic director. If the situation is resolved by the academic director, the case will be dropped. If not, the case is referred to the IBUS President. If resolved by the IBUS President, the case will end. If not, the student will file a written request for a hearing by the Appeals Board. All parties are invited to file a written statement. The Appeals Board will decide whether or not to hear the case. If the Appeals Board decides to hear the case, a hearing is scheduled, a decision will be made and the case will end. If the Appeals Board decides not to hear the case, the case will end.

Cases of an Alleged Student Non-Academic Offense

(Violation of computer usage policy, falsification of student records, disorderly behavior, etc.)

In the case of a non-academic offense, the Director of education will discuss the discipline issue and the proposed sanction with the student. If the situation is not resolved, the case is referred to the IBUS President. If the situation is resolved by the IBUS President, the case will end. If not, the student will file a written request for a hearing by the Appeals Board. All parties are invited to file a written statement. The Appeals Board will decide whether or not to hear the case. If the Appeals Board decides to hear the case, a hearing is scheduled, a decision is made and the case will end. If the Appeals Board decides not to hear the case, the case will end.

Policy on Cheating and Plagiarism

INTRODUCTION

This Policy and Procedure document provides information about policies, procedures and regulations at IBUS, either formally adopted or developed as a matter of practice and precedent. IBUS personnel use this document as a set of guidelines when taking or recommending courses of action. All policies, procedures and regulations discussed in this document are subject to change following normal University procedures.

POLICY

Students at IBUS are engaged in preparation for professional activity of the highest standards. Each profession constrains its members with both ethical responsibilities and disciplinary limits. To assure the validity of the learning experience IBUS establishes clear standards for student work.

In any presentation, creative, artistic, or research, it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action.

Cheating includes but is not limited to:

1. Plagiarism, explained below.
2. Submission of work that is not the student's own for papers, assignments or exams.
3. Submission or use of falsified data.
4. Theft of or unauthorized access to an exam.
5. The use of an alternate, stand-in or proxy during an examination.
6. The use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
7. Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.

8. Collaboration in the preparation of an assignment, unless specifically permitted or required by the instructor. Collaboration will usually be viewed by the school as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
9. Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

1. A phrase, written or musical.
2. A graphic element.
3. A proof.
4. Specific language.
5. An idea derived from the work, published or unpublished, of another person.

Procedures in case of cheating or plagiarism:

Incidents of suspected academic disciplinary violations shall be handled initially at the level at which the incident occurs (e.g., course or research/creative project) and at the department level. It will be reported immediately to designated parties where appropriate. It shall receive second-level review(s) in the manner outlined in the following section.

Initial Review, Decision and Action(s)

Initial review, decision and action(s) shall remain local. It will involve the instructor(s) or academic supervisor(s) and, if desired, consultation with a third party from the faculty. Instructors are free to discuss alleged violations informally with the student(s) thought to be involved, without revealing the identity of any other students involved. Suspected violations that would result in a penalty should be handled by the instructor(s), in direct communication with the student(s) involved, within one week of the discovery of the suspected infraction and before the imposition of a penalty.

After discussion with the student(s) involved and their response, the instructor(s) shall conclude, within a reasonable period of time and based on available evidence, whether the suspected violation(s) occurred. Instructors are encouraged to consult with their department/program head about the nature of the suspected violations, the nature of the evidence of these violations and the range of penalties under consideration. If the conclusion is that the suspected violation(s) did occur, the instructor(s) shall choose an appropriate penalty.

The most severe penalty available at this level of review and action shall be **failure in the course** or **dismissal from a project**, although instructors may also recommend a more severe penalty, which retains the option to impose more severe penalties (e.g., suspension or dismissal from the program). Elements to consider include prior incidents of academic disciplinary action can be found in a student's record which is readily available from the Registrar. The department/program head may discuss the issue with a student and choose to convene a disciplinary hearing according to the procedures of the department/program.

The student shall be notified immediately, in writing, of this decision, the basis for this decision and the penalty imposed. This notification will come from the instructor and/or department/program head depending on the penalty involved. Students whose penalty is failure in the course in question will not be allowed to drop the course and will be informed. Students should also be informed at this time of their right (and attendant procedures) for an appeal.

Reporting of Initial Action(s)

A copy of the letter outlining the initial decision and action to the student(s) involved in cases of academic disciplinary violations should also be directed to the following parties:

- Registrar
- Teaching Director

The Academic Director will maintain the central record of academic disciplinary violations and actions. If the head of student affairs is aware of information on prior incidents of academic disciplinary actions in the student's record, he or she will communicate that information to the department/program head and give the department/program head the opportunity to impose an appropriate sanction.

Second-level Review and Action(s)

A second-level review of an initial decision and action follows from at least one of two sources: (1) appeal by the student(s) involved because the student deems the penalty inappropriate and/or believes that improper procedure has been followed, (2) recommendation by the instructor, that the student be permanently expelled from the school.

Where an appeal is made or a second-level action appears warranted, the provost will determine what action should be taken. The provost may decide to deny the appeal or waive the opportunity for a second-level action. They can also remand the case to the department/program head for additional consideration, order a new or different penalty or convene a Review Committee meeting for additional investigation of facts and/or determination of appropriate sanctions.

Student Appeals

In general, students who want to appeal an academic disciplinary action must state in writing to the dean their intention to do so within one week of the penalty date in question. The student then must present their appeal no later than two weeks after said penalty date. Appeals must be in writing, with appropriate documentation.

If the Teaching Director determines that a second-level review is warranted and that a Review Board should be convened, the dean or his/her designee shall immediately form and convene a Review Board and designate a chair. If a student appeal and a review of a recommendation for second-level action occur at the same time, both shall be considered by this Review Board simultaneously. Where appropriate, it is expected that the instructor(s) from the course/project involved (or appropriate representatives designated by the department) will be available for participation or for consultation. The chair of the board shall inform the student(s) involved, in writing, of this step. Copies of this letter should go to:

- The instructor(s) in the course in question
- Registrar

The Review Board shall (a) review the facts of incidents involved and (b) make a recommendation about second-level action to the provost or his/her designee. The provost shall then render a decision subject only to appeal to the president of the school.

Admission

Students' Admission Policy

Application process

Step 1:

Send the completed application package (including documents needed for verification such as ratified exam proofs and application form) to the IBUS Admissions Office:

You can also send documents online to: Admission@ibu-s.com

You need to include:

- Complete application form signed by the applicant
- Copies of relevant academic certificate(s) translated and verified into English
- Copy of passport or other ID
- Application fee of \$250 for degree programs

Step 2:

If application is accepted you will receive:

- A letter of acceptance indicating the program dates
- Payment information and instructions
- Enrollment form to be signed

Step 3:

To confirm your place with IBUS:

- Deposit of your first payment (check pricelist on www.ibu-s.com and terms and conditions).

Minimum Admission Requirements

(a) English Proficiency Requirements

It is important that students whose native language is not English have a minimum level of comprehension and facility in English for our English speaking classes. Even when a student has met the minimum standard for admission by TOEFL or other tests, it is incumbent upon the academic unit to assess the student's comprehension of oral and written English and may require remedial work.

Students who are not native English speakers or whose previous university's was not taught primarily in English, must provide one of the following as evidence of English language competence:

- TOEFEL test
- IELTS test
- Letter from the University where the student studied declaring that the language of study was English

(b) Entry Requirements

IBUS is committed to a fair admissions process and accepts a wide range of qualifications. The information on this page gives an overview of the general entry requirements for all programs.

(i) General Entry Requirements (BBA)

- IELTS 5,0 or TOEFL Equivalent
- High School diploma or post-secondary vocational training certificate

(ii) Masters Entry Requirements

Regular Entry

- IELTS 5,5 or TOEFL Equivalent
- Bachelor in relevant field
- 2 years at work Experience

(iii) Doctorate Entry Requirements

Doctor of Business Administration (DBA)

- IELTS 6,0 or TOEFL 550
- Master of Business Administration with 3 years relevant work experience.

Or

- Other Master with 4 years' experience in business environment.

Courses

IBUS conducts programs at foundation, B.A. MBA and DBA levels.

Flexible start:

Almost all our programs are developed in a flexible way so you can start not only a few times a year, but with each separate module. This gives you the opportunity to start up every month depending on program.

We call it **FLEXSTART**

At IBUS you will be able to get a fast start and follow a program perfect for your needs.

Language of instruction:

All courses are conducted in English only.

English courses:

IBUS does not offer English courses but can refer to partner institutions in our Group.

Assignments:

Each module hold one assignment and several exercises.

Exercises are generally moderated within 24 hours and not later den 72 hours.

Assignments are generally moderated within 5 working days but will be moderated maximum within 10 working days.

Project paper for undergraduate and Graduate level will be graded within 10 days of deadline to submit.

Post Graduate level dissertation will be accepted within 2 months of deadline for submission.

The Distance Learning Bachelor of Business Administration

INFORMATION ON AREA 1: VISION, MISSION, EDUCATIONAL GOALS AND LEARNING OUTCOMES

The degree is designed to give a broad knowledge of the functional areas of a company, and their interconnection, while also allowing for specialization in a particular area. The BBA program expose students to a variety of “core subjects” and allow students to specialize in a specific academic area. The degree also develops the student’s practical managerial skills, communication skills and business decision-making capability.

Our program incorporate training and practical experience, in the form of case projects, presentations and extensive group work as well as projects.

PART A: PROGRAM STRUCTURE

<p>Total Credits 120</p> <p>Each module 3 to 5 credits</p> <p>Final semester is project paper.</p> <p>Initial 3 years are joint while last year is specialization.</p>
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Year 1						
SEMESTER I (14 weeks)						
Name	Code	Description	Type (General Education/ Core/Specialization)	Subject Specialist		Credit Hours
Communication	IBUS. US.BBA.1001	To provide the students with the knowledge of different learning techniques and self-managed skills that enabled them to engage effectively with the academic demands of their course.	General Education	<p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p>	<p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>	3

Statistics	IBUS. US.BBA.1002	To enable students to solve simple mathematical and statistical problems which is relevant and applicable to the working environment.	General Education	<p>Stan Lan</p> <p>PhD (Educational Leadership and Human Resource Studies), CSU; MS in Electrical Engineering. Northern Illinois University; MS in Education, Northern Illinois University; B.S. Engineering (1982). University of Technology, China.</p> <p>PhD - Colorado State University, Fort Collins CO, Summer 2004; MSEE - Northern Illinois University, Dekalb IL, Spring 1992; MSEDucation - Northern Illinois University, 1988; BSEngg - University of Technology, Shanghai China, 1982.</p>	<p>Stan Lan is currently Full Professor, , College of Engineering and Information Sciences, DeVry University. Previous academic engagements for 20 years (1992 - 2012) include the following academic positions -- Dean of Academic Affairs (Chief Academic Officer), Keller Graduate School of management, DeVry University; Academic Dean, DeVry University Chicago; Chairperson and Associate Professor, DeVry Institute of Technology; Assistant Professor and Department Head, West Virginia University-Institute of Technology. In China, he was the Assistant General Manager, Xinhua Power Plant Control Engineering Company, Ltd., Shanghai, China, December 1988 to November 1989, as well as, a Research Scholar, Virginia Polytechnic Institute and State University, Blacksburg, VA, March 1986 to August 1988.</p>	3
Economics	IBUS. US.BBA.1003	To enable students to acquire knowledge and understanding of basic microeconomic and macroeconomic concepts and theories so that they can be applied to real economic problems in mixed economies.	General Education	<p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998 ; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p>	<p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>	3
Management skills	IBUS. US.BBA.1004	To introduce and provide a broad introduction to the management of resources and prepare students to academic and professional skills.	General Education	<p>Kane, R. Todd</p> <p>PhD Candidate 2014 on Organizational Leadership. MBA on Healthcare Mgmt. BBA on Management</p> <p>PhD Current - Northcentral University, Prescott Valley AZ; MBA - Northcentral University,</p>	<p>Recently the President/CEO of a healthcare company, R. Todd Kane is currently holding several teaching positions -- Faculty Training Manager at Colorado State University, Global Campus faculty at CSU, Instructor at Steven Henager College, Adjunct Professor at Kaplan University. Todd has had 15 years of senior level management experience, as well as, 25 years of progressive management, C-Suite, and HR experience.</p>	3
Accounting	IBUS. US.BBA.1005	To provide students with an introductory framework of financial accounting based on the need to develop the knowledge and understanding of the operational aspects of financial control systems.	Core	<p>Seth Levine</p> <p>DBA, Nova Southeastern University; MBA/MPA, University of Miami; BBA (Cum Laude - Dean's List)</p> <p>DBA - Nova Southeastern University, Fort Lauderdale FL, 2010; MBA - University of Miami, Coral Gables FL, December 1989; MPA - University of Miami, June 1985; BBA - University of Miami, December 1983.</p>	<p>Seth Levine is a CPA, and currently the COO of Torano USA since 2011 (previously also the CFO, 1995 - 2001). In academics, he is also currently Senior Faculty for Becker Professional Education (since 1989), and, Senior Faculty for Keller Graduate School of Management (since 2000), and Adjunct Professor in Accounting for University of Miami (since 1990) . He has also previously held various audit management & consultancy positions with Arthur Andersen Consulting and Price Waterhouse.</p>	3
	Total Credit Hours					15

SEMESTER II (14 weeks)

Name	Code	Description	Type (General Education/Core/ Speciliza- tion)	Subject Specialist		Credit Hours
International Economics	IBUS. US.BBA.1006	To develop knowledge and understanding of key macroeconomic concepts relevant to the global context and macroeconomic environment in which businesses operate	General Education	<p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p>	<p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>	3
Understanding Consumers	IBUS. US.BBA.1007	To ensure the students appreciate the complexity of customer behavior and decision making and influencing factors in social, cultural and business scenarios. It is also to equip students with research skills and to improve their marketing communication skills.	Core	<p>Kane, R. Todd</p> <p>PhD Candidate 2014 on Organizational Leadership. MBA on Healthcare Mgmt. BBA on Management</p> <p>PhD Current - Northcentral Univrsity, Prescott Valley AZ; MBA - Northcentral University,</p>	<p>Recently the President/CEO of a health-care company, R. Todd Kane is currently holding several teaching positions -- Faculty Training Manager at Colorado State University, Global Campus faculty at CSU, Instructor at Steven Henager College, Adjunct Professor at Kaplan University. Todd has had 15 years of senior level management experience, as well as, 25 years of progressive management, C-Suite, and HR experience.</p>	3
Information Systems	IBUS. US.BBA.1008	To equip with knowledge in Information Systems and application in the business environment.	Core	<p>David Overbye</p> <p>Ph.D. Electrical engineering, University of Illinois; M.B.A. University of Wisconsin-Milwaukee; M.S. Electrical Engineering, University of Wisconsin - Milwaukee; B.S. Electrical Engineering, University of Wisconsin - Madison</p> <p>PhD - University of Illinois, Chicago, 2004; MBA - University of Wisconsin, Milwaukee, 1988; MSEEng - University of Wisconsin, 1983; BSEEng - University of Wisconsin, Madison, 1980.</p>	<p>David Overbye is an accomplished business and academic leader who has held increasingly responsible positions in engineering, accounting, finance, and academic administration. Special competencies in engineering education, accreditation, management of multi-site, multi-level, regionally accredited educational institutions, and leadership in highly ambiguous and complex organizational environments. David is currently the Dean of Academic Affairs & the Chief Academic Officer for Realtor University. For the past 20 years, since 1994 David has held various management, administrative, and academic positions with other institutions -- Devry University, and, the Keller Graduate School of Management. Prior, he has also held management & supervisory positions in his 12-year stay with the Wisconsin Electric Power Company.</p>	3
Innovation	IBUS. US.BBA.1009	To provide students with the opportunity to develop their creativity and understanding the need for innovation in a business context.	General Education	<p>Jama Bradley</p> <p>PhD in Education Leadership with Business Management & PoliSci Collaterals, MS in Education with Business & Technology collaterals</p> <p>PhD - University of Tennessee, Knoxville, May 1995; Masters - University of Tennessee, June 1984.</p>	<p>Jama Bradley is currently Faculty Development Coordinator at Colorado State University. As a professional teacher for the past 20 years, he has also held various teaching and administration positions. He also has held numerous adjunct and parttime positions as instructor in various universities. He has also held several administration and consultancy functions in various schools and training centers. He has been a member of professional organizations since 2004 - PMI & PDMA.</p>	3

Market Understanding	IBUS. US.BBA.1010	To equip students with the basic concepts underlying marketing theory and practice and understanding the complex purchase decisions in consumer and business markets.	Core	<p>Larry Rubly</p> <p>MBA Marketing & Finance, MS Linguistics, MA Germanic Linguistics</p> <p>MBA - Southern Illinois University, Carbondale; MS - Illinois Institute of Technology, Chicago; MA - University of Notre Dame, South Bend, IN; BA - University of Notre Dame, South Bend, IN.</p>	<p>Larry Rubly is an accomplished general manager with a strong international background in business development and in online and traditional education management and technology transfer applications. He has exceptional interpersonal and relationship-building skills. He excels at developing disciplined teams and providing the vision, strategy, and collaborative leadership necessary to achieve critical business objectives. All in all, Larry is an accomplished management executive in the corporate world. He also has extensive academia experience, especially in startups and administration, in various colleges, and learning institutions. He currently holds board seats in various companies.</p>	3
Total Credit Hours						15

Year 2

SEMESTER I (14 weeks)

Name	Code	Description	Type (General Education/Core/Specialization)	Subject Specialist	Credit Hours	
International Business	IBUS. US.BBA.1011	To develop an awareness and understanding of the international environment of business and of the implications of changes in this environment for the activities of business organizations.	General Education	<p>Larry Rubly</p> <p>MBA Marketing & Finance, MS Linguistics, MA Germanic Linguistics</p> <p>MBA - Southern Illinois University, Carbondale; MS - Illinois Institute of Technology, Chicago; MA - University of Notre Dame, South Bend, IN; BA - University of Notre Dame, South Bend, IN.</p>	<p>Larry Rubly is an accomplished general manager with a strong international background in business development and in online and traditional education management and technology transfer applications. He has exceptional interpersonal and relationship-building skills. He excels at developing disciplined teams and providing the vision, strategy, and collaborative leadership necessary to achieve critical business objectives. All in all, Larry is an accomplished management executive in the corporate world. He also has extensive academia experience, especially in startups and administration, in various colleges, and learning institutions. He currently holds board seats in various companies.</p>	3
Business communication	IBUS. US.BBA.1012	To equip students with knowledge and skills for effective business communication at work.	General Education	<p>Donnelly, Robert</p> <p>MA</p>	<p>Prof. Donnelly has had 20 years of corporate management experience, and over 20 years of academia. Bob has had work experiences with big companies like Exxon and IBM. Bob is interested in teaching online, 24x7, and has no preference on being full time or part time.</p>	3

Organisational Behaviour	IBUS. US.BBA.1013	To be able to Utilize the behavior theories, conduct research and manage business of different sectors and environments	Core	<p>Andy Klein</p> <p>Ph.D. Business Administration, University of Illinois at Chicago; MBA International Business, University of Chicago; BA in Economics, University of Massachusetts at Boston.</p> <p>PhD - University of Illinois in Chicago, Chicago, IL, 2003; MBA - University of Chicago, Chicago, 1983; BA - University of Massachusetts, Boston MA, 1977</p>	<p>Andy Klein is Assistant Professor of Management in the School of Business Management at the American University of Sharjah, UAE. Prior to that, he was the Associate Director of Business Programs at DeVry University, where he worked in Central Academics for twenty years. His other positions at DeVry included Regional Manager for Chicago, Director of Faculty Relations, Program Manager of the Master of Human Resource Management program, and Curriculum Manager in several areas. He has taught leadership development workshops at Lebanese American University in the Institute of Banking and Finance in Beirut, and has taught seminars in human resource management at Northeastern University in Shenyang, China. Prior to moving to the UAE in 2007, he was an Adjunct Professor at Northwestern University's (Evanston Illinois) Master of Product Development program, where he taught Ethics and Leadership. His research interests focus on the role of organizational culture and leadership in firm effectiveness and performance.</p>	3
CRM	IBUS. US.BBA.1014	<p>1. To present a variety of data in both written and graphical form;</p> <p>2. To understand the principles of business communication;</p> <p>3. To appreciate common barriers to clear communication;</p> <p>4. To keep abreast of current developments in communication technology;</p>	Core	<p>Cherivtch, Lisa</p> <p>MBA with Marketing emphasis; BA Marketing</p> <p>MBA - De Paul University, Chicago, Illinois, 2000; Bachelor - Northern Illinois University, 1989.</p>	<p>Lisa is currently Associate Professor at Oakton Community College (since 2007). She is also an Instructor at Elgin Community College (since 2005). With professional organizations, she is currently the Director-Liaison for Educational Relations at the International Trade Association for Greater Chicago.</p>	3
Finance 1	IBUS. US.BBA.1015	To develop knowledge and understanding of financial management for analyzing the benefits of various sources of finance and capital investment opportunities.	Core	<p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p>	<p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>	3
	Total Credit Hours					15

SEMESTER II (14 weeks)

Name	Code	Description	Type (General Education/ Core/Spe- cialization)	Subject Specialist		Credit Hours
Research I	IBUS. US.BBA.1016	To develop research skills and ability in business related areas through planning, execution and reporting.	Core	<p>Stan Lan</p> <p>PhD (Educational Leadership and Human Resource Studies), CSU; MS in Electrical Engineering. Northern Illinois University; MS in Education, Northern Illinois University; B.S. Engineering (1982). University of Technology, China.</p> <p>PhD - Colorado State University, Fort Collins CO, Summer 2004; MSEE - Northern Illinois University, Dekalb IL, Spring 1992; MSEDuca-tion - Northern Illinois University, 1988; BSEngg - University of Tech-nology, Shanghai China, 1982.</p>	<p>Stan Lan is currently Full Professor, , College of Engineering and Informa-tion Sciences, DeVry University. Previous academic engagements for 20 years (1992 - 2012) include the following academic positions – Dean of Academic Affairs (Chief Academic Officer), Keller Graduate School of management, DeVry University; Academic Dean, DeVry University Chicago; Chairperson and Associate Professor, DeVry Institute of Technology; Assistant Professor and Department Head, West Virginia University-Institute of Technology. In China, he was the Assistant General Manager, Xinhua Power Plant Control Engineering Company, Ltd., Shanghai, China, December 1988 to November 1989, as well as, a Research Scholar, Vir-ginia Polytechnic Institute and State University, Blacksburg, VA, March 1986 to August 1988.</p>	3
Law	IBUS. US.BBA.1017	<ol style="list-style-type: none"> 1. To study the basic principles governing the formation of a valid contract. 2. To determine how the main principles on which an apparently valid contract may be either void or void able. 3. To scrutinize the nature and source of terms in a contract and the control of terms deemed to be unfair. 4. To examine he doctrine of privity of contract, and the main principles governing contracts which are contrary to law or public policy. 5. To inspect the basis upon which contract liability is terminated and the remedies for breach of contract. 6. To present a sound knowledge of the core elements of Malaysian Business Law and its regulations with their applications in the management and administration of companies. 	Core	N/A	N/A	3

Negotiations	IBUS. US.BBA.1018	To enhance and improve techniques and skills in negotiations and conflict management and to manage interpersonal disputes among parties through building partnerships and long-term positive relationships in the business world and in one's personal life.	General Education	<p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p>	<p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>	3
EBusiness	IBUS. US.BBA.1019	To develop an awareness and understanding of the E-environment, its actual and potential impact upon business environment	Core	<p>Nathan Bradley</p> <p>MBA with emphasis on Computer & Information Security; BBA - Applied Computer Science (Magna Cum Laude)</p> <p>MBA - Northcentral University, Prescott Valley AZ, 2010; BBA - Northcentral University, September 2009 (Magna Cum Laude).</p>	<p>Nathan Bradley is currently the IT Director of Temps, Inc., a national healthcare organization, and Proprietor of SimplexTech, a technology service company, since 2007. His academic experience also includes teaching positions in various institutions -- Colorado State University, Ozarks Technical Community College, Stevens Henager College (Salt Lake). He has done curriculum development in Colorado State University.</p>	3
Strategic management 1	IBUS. US.BBA.1020	To enable students to develop a critical understanding on a range of strategic management models and their application to contemporary business contexts.	Core	<p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p>	<p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>	3
	Total Credit Hours					15

Year 3

SEMESTER I (14 weeks)

Name	Code	Description	Type (General Education/ Core/Specialization)	Subject Specialist		Credit Hours
Etichs	IBUS. US.BBA.1021	To enable students to develop a critical understanding of the differing perspectives of business ethics, their application to contemporary business issues and to develop commendable corporate citizenship.	General Education	N/A	N/A	4
Company external Relationships	IBUS. US.BBA.1022	To enhance your knowledge and understanding of the interactions between government and business in the domestic and global environments.	Core	<p>Ina Von Ber</p> <p>Business Management with Specialization in Leadership; PhD. Clinical Psychology; MA Psychology; BA Psychology.</p> <p>BM - University of California, San Diego CA, 1997; PhD - University of California, San Diego CA, 1989; MA - University of California, San Diego CA, 1984; BA - University of California, San Diego CA, 1983 (Cum Laude).</p>	<p>Ina Von Ber is currently the Founder and Director of La Jolla Institute for Psychotherapy in La Jolla CA (since 1987). She has also had numerous management consulting work with various Fortune 500 companies, including corporate clients (partial listing): AEG/Daimler Benz, FAA, USAIRWAYS, Siemens, Hewlett Packard, Motorola, Qualcomm, Sprint , Credit Suisse. Ina has also held various academic work with several institutions -- San Diego State University, University of San Diego, California State University, Chicago School of psychology, Upper Iowa University. Since 2006, she is also the current Consul General for Bosnia Herzegovina to the United States.</p>	4
Accounting	IBUS. US.BBA.1023	To develop awareness, knowledge and understanding on key managerial accounting techniques and principles through factual information, practical and theoretical model that would be useful in managerial (financial) decision making process	Core	<p>Seth Levine</p> <p>DBA, Nova Southeastern University; MBA/MPA, University of Miami; BBA (Cum Laude - Dean's List)</p> <p>DBA - Nova Southeastern University, Fort Lauderdale FL, 2010; MBA - University of Miami, Coral Gables FL, December 1989; MPA - University of Miami, June 1985; BBA - University of Miami, December 1983.</p>	<p>Seth Levine is a CPA, and currently the COO of Torano USA since 2011 (previously also the CFO, 1995 - 2001). In academics, he is also currently Senior Faculty for Becker Professional Education (since 1989), and, Senior Faculty for Keller Graduate School of Management (since 2000), and Adjunct Professor in Accounting for University of Miami (since 1990). He has also previously held various audit management & consultancy positions with Arthur Andersen Consulting and Price Waterhouse.</p>	4
HRM	IBUS. US.BBA.1024	To provide operational and strategic areas associated with acquiring and maximizing the potential of an organization's human resources context. Besides, to develop knowledge, understanding, skills of analysis, evaluation, interaction, problems solving and communication and other practical human resource management skills.	Core	<p>Melanie Shaw</p> <p>PhD. Education – Curriculum and Teaching, Northcentral University, Prescott Valley, AZ; Master of Education – Education Administration, Grand Canyon University, Phoenix, AZ; Master of Science – School Counseling, University of West Alabama; Bachelor of Science – Liberal Studies and Music, Excelsior College, Albany, NY.</p> <p>Ph.D - Northcentral University, Prescott Valley AZ; ME - Grand Canyon University, Phoenix AZ; MS - University of West Alabama; BS - Excelsior College, Albany NY.</p>	<p>Melanie Shaw is currently the Faculty Mentor and Foundations Faculty for the Northcentral University in Prescott Valley, AZ. Prior, she held various administrative and academic positions, foremost of which was being the Director for Curriculum Development. She also holds various administrative & academic functions with other institutions -- Director of Faculty Services & Adjunct Faculty for Colorado State University, Adjunct Faculty for Ozarks Technical Community College, Springfield, MO, and Contributing Faculty Member for Walden University, Baltimore. She was also the President & CEO of iMedia Publications 2012 - 2013.</p>	3
	Total Credit Hours					15

SEMESTER II (14 weeks)

Name	Code	Description	Type (General Education/ Core/Specialization)	Subject Specialist		Credit Hours
Entrepreneurship	IBUS. US.BBA.1025	To develop students entrepreneurial skills and focus on theories of leadership and help students to develop their own business concept	Core	<p>Jama Bradley</p> <p>PhD in Education Leadership with Business Management & PoliSci Collaterals, MS in Education with Business & Technology collaterals</p> <p>PhD - University of Tennessee, Knoxville, May 1995; Masters - University of Tennessee, June 1984.</p>	<p>Jama Bradley is currently Faculty Development Coordinator at Colorado State University. As a professional teacher for the past 20 years, he has also held various teaching and administration positions. He also has held numerous adjunct and parttime positions as instructor in various universities. He has also held several administration and consultancy functions in various schools and training centers. He has been a member of professional organizations since 2004 - PMI & PDMA.</p>	4
Environmental Understanding	IBUS. US.BBA.1026	The course is intended to give students an understanding of current environmental issues as they relate to managerial decision in the areas of marketing, production, general management, and strategic planning. The course focuses on issues of wastes and recycling, air quality (including ozone depletion, global warming, and acid rain), water quality, resource management, biodiversity, and sustainable economic growth.	Core			4
Research II	IBUS. US.BBA.1027	To conduct and produce academic research in business related areas with application of concepts, theories and research techniques.	Core	<p>Stan Lan</p> <p>PhD (Educational Leadership and Human Resource Studies), CSU; MS in Electrical Engineering. Northern Illinois University; MS in Education, Northern Illinois University; B.S. Engineering (1982). University of Technology, China.</p> <p>PhD - Colorado State University, Fort Collins CO, Summer 2004; MSEE - Northern Illinois University, Dekalb IL, Spring 1992; MSEducation - Northern Illinois University, 1988; BSEngg - University of Technology, Shanghai China, 1982.</p>	<p>Stan Lan is currently Full Professor, , College of Engineering and Information Sciences, DeVry University. Previous academic engagements for 20 years (1992 - 2012) include the following academic positions -- Dean of Academic Affairs (Chief Academic Officer), Keller Graduate School of management, DeVry University; Academic Dean, DeVry University Chicago; Chairperson and Associate Professor, DeVry Institute of Technology; Assistant Professor and Department Head, West Virginia University-Institute of Technology. In China, he was the Assistant General Manager, Xinhua Power Plant Control Engineering Company, Ltd., Shanghai, China, December 1988 to November 1989, as well as, a Research Scholar, Virginia Polytechnic Institute and State University, Blacksburg, VA, March 1986 to August 1988.</p>	4

Strategic management 2	IBUS. US.BBA.1028	To develop and enhance student awareness and understanding of key strategic management frameworks, theories contexts and understanding of the decision making process in business management.	Core	<p>Andy Klein</p> <p>Ph.D. Business Administration, University of Illinois at Chicago; MBA International Business, University of Chicago; BA in Economics, University of Massachusetts at Boston.</p> <p>PhD - University of Illinois in Chicago, Chicago, IL, 2003; MBA - University of Chicago, Chicago, 1983; BA - University of Massachusetts, Boston MA, 1977</p>	<p>Andy Klein is Assistant Professor of Management in the School of Business Management at the American University of Sharjah, UAE. Prior to that, he was the Associate Director of Business Programs at DeVry University, where he worked in Central Academics for twenty years. His other positions at DeVry included Regional Manager for Chicago, Director of Faculty Relations, Program Manager of the Master of Human Resource Management program, and Curriculum Manager in several areas. He has taught leadership development workshops at Lebanese American University in the Institute of Banking and Finance in Beirut, and has taught seminars in human resource management at Northeastern University in Shenyang, China. Prior to moving to the UAE in 2007, he was an Adjunct Professor at Northwestern University's (Evanston Illinois) Master of Product Development program, where he taught Ethics and Leadership. His research interests focus on the role of organizational culture and leadership in firm effectiveness and performance.</p>	3
	Total Credit Hours					15

Bachelor of Business Administration with specialization in Business Administration

Year 4

SEMESTER I (14 weeks)

Name	Code	Description	Type (General Education/Core/Specialization)	Subject Specialist		Credit Hours
Corporate Finance	IBUS. US.BBA.1100	To develop awareness, knowledge and understanding on corporate finance through factual information and theoretical model that would be useful in financial decision making process.	Specialization	<p>Seth Levine</p> <p>DBA, Nova Southeastern University; MBA/MPA, University of Miami; BBA (Cum Laude - Dean's List)</p> <p>DBA - Nova Southeastern University, Fort Lauderdale FL, 2010; MBA - University of Miami, Coral Gables FL, December 1989; MPA - University of Miami, June 1985; BBA - University of Miami, December 1983.</p>	<p>Seth Levine is a CPA, and currently the COO of Torano USA since 2011 (previously also the CFO, 1995 - 2001). In academics, he is also currently Senior Faculty for Becker Professional Education (since 1989), and, Senior Faculty for Keller Graduate School of Management (since 2000), and Adjunct Professor in Accounting for University of Miami (since 1990). He has also previously held various audit management & consultancy positions with Arthur Andersen Consulting and Price Waterhouse.</p>	5
HRM 2	IBUS. US.BBA.1101	To develop awareness, knowledge and understanding on corporate finance through factual information and theoretical model that would be useful in financial decision making process.	Specialization	<p>Melanie Shaw</p> <p>PhD. Education – Curriculum and Teaching, Northcentral University, Prescott Valley, AZ; Master of Education – Education Administration, Grand Canyon University, Phoenix, AZ; Master of Science – School Counseling, University of West Alabama; Bachelor of Science – Liberal Studies and Music, Excelsior College, Albany, NY.</p> <p>Ph.D - Northcentral University, Prescott Valley AZ; ME - Grand Canyon University, Phoenix AZ; MS - University of West Alabama; BS - Excelsior College, Albany NY.</p>	<p>Melanie Shaw is currently the Faculty Mentor and Foundations Faculty for the Northcentral University in Prescott Valley, AZ. Prior, she held various administrative and academic positions, foremost of which was being the Director for Curriculum Development. She also holds various administrative & academic functions with other institutions – Director of Faculty Services & Adjunct Faculty for Colorado State University, Adjunct Faculty for Ozarks Technical Community College, Springfield, MO, and Contributing Faculty Member for Walden University, Baltimore. She was also the President & CEO of iMedia Publications 2012 - 2013.</p>	5
PR	IBUS. US.BBA.1102	To demonstrate knowledge and understanding of the concept of marketing communications and the role of advertising within the marketing communications mix.	Specialization	<p>Cherivtch, Lisa</p> <p>MBA with Marketing emphasis; BA Marketing</p> <p>MBA - De Paul University, Chicago, Illinois, 2000; Bachelor - Northern Illinois University, 1989.</p>	<p>Lisa is currently Associate Professor at Oakton Community College (since 2007). She is also an Instructor at Elgin Community College (since 2005). With professional organizations, she is currently the Director-Liaison for Educational Relations at the International Trade Association for Greater Chicago.</p>	5
	Total Credit Hours					15

SEMESTER II (14 weeks)

Code	Name	Credit Hours
	Project paper	15
		15

Bachelor of Business Administration with specialization in Financial Management

Year 4

SEMESTER I (14 weeks)

Name	Code	Description	Type (General Education/ Core/Specialization)	Subject Specialist	Credit Hours	
Corporate Finance	IBUS. US.BBA.1100	To develop awareness, knowledge and understanding on corporate finance through factual information and theoretical model that would be useful in financial decision making process.	Specialization	N/A	N/A	5
Financial Reporting	IBUS. US.BBA.1201	To develop the knowledge and skills in understanding and applying accounting standards and the theoretical framework in the preparation of financial statements of entities, including groups and how to analyse and interpret those financial statements.	Specialization	<p>Seth Levine</p> <p>DBA, Nova Southeastern University; MBA/MPA, University of Miami; BBA (Cum Laude - Dean's List)</p> <p>DBA - Nova Southeastern University, Fort Lauderdale FL, 2010; MBA - University of Miami, Coral Gables FL, December 1989; MPA - University of Miami, June 1985; BBA - University of Miami, December 1983.</p>	<p>Seth Levine is a CPA, and currently the COO of Torano USA since 2011 (previously also the CFO, 1995 - 2001). In academics, he is also currently Senior Faculty for Becker Professional Education (since 1989), and, Senior Faculty for Keller Graduate School of Management (since 2000), and Adjunct Professor in Accounting for University of Miami (since 1990). He has also previously held various audit management & consultancy positions with Arthur Andersen Consulting and Price Waterhouse.</p>	5
International Finance	IBUS. US.BBA.1202	To develop the understanding on the main developments in global financial markets and institutions in recent years. Students will develop an understanding of the principal concepts and techniques of analysis used in finance and financial economics.	Specialization	<p>Arlene Goodman</p> <p>D.B.A. Argosy University, Sarasota, FL, 2012</p> <p>DBA - Argosy University, Sarasota, FL, 2012; BBA - Hofstra University, Hempstead NY, 1972.</p>	<p>Arlene Goodman is currently Instructor for Accounting & International Business for 4 institutions -- City College at Fort Lauderdale, FL, (June 2007 - 2013), Devry University (since June 2013), Colorado State University (since Sep2013), Post University, Waterbury, CT (since Oct2012), Colorado Technical University – Denver, CO (since Oct2012), & Keiser University – Pembroke Pines, FL (Aug2005 - Sep2006). Arlene has had 27 years of professional accounting experience. Arlene was the Chief Finance Officer of the Jewish Community Foundation of SPBC, Boca Raton, FL (2008 - 2013). Arlene was the Accounting manager at the Holy Cross Hospital, Ft. Lauderdale FL (2006 - 2008). Arlene was the Sr. Tax Associate and Instructor at H & R Block (1990 - 2009).</p>	5
	Total Credit Hours					15

SEMESTER II (14 weeks)

Code	Name	Credit Hours
	Project paper	15
		15

Bachelor of Business Administration with specialization in Human Resource Management

Year 4

SEMESTER I (14 weeks)

Name	Code	Description	Type (General Education/Core/Specilization)	Subject Specialist	Credit Hours
Sourcing staff	IBUS. US.BBA.1300	To assist students understanding the way in which organizations can respond to these changes and design effective re-sourcing policies which assist organizations in acquiring, and maintaining effective workforces. Besides, to develop knowledge, techniques and understanding of re-sourcing of human resources in order to enhance the competences and other practical HRM skills.	Specilization	Melanie Shaw Ph.D. Education – Curriculum and Teaching, Northcentral University, Prescott Valley, AZ; Master of Education – Education Administration, Grand Canyon University, Phoenix, AZ; Master of Science – School Counseling, University of West Alabama; Bachelor of Science – Liberal Studies and Music, Excelsior College, Albany, NY. Ph.D - Northcentral University, Prescott Valley AZ; ME - Grand Canyon University, Phoenix AZ; MS - University of West Alabama; BS - Excelsior College, Albany NY.	5
HR 2	IBUS. US.BBA.1101	To develop their knowledge, understanding, skills of analysis, evaluation, interaction, problems solving and communication and other practical human resource management skills.	Specilization		5
Understanding staff	IBUS. US.BBA.1302	To develop knowledge and understanding of the management of employee relations And to develop competence in the analysis, evaluation and synthesis of options and solutions to employee relations problems	Specilization		5
	Total Credit Hours				15

SEMESTER II (14 weeks)

Code	Name	Credit Hours
	Project paper	15
		15

Bachelor of Business Administration with specialization in Marketing Management

Year 4

SEMESTER I (14 weeks)

Name	Code	Description	Type (General Education/ Core/Specilization)	Subject Specialist	Credit Hours
Communication and marketing	IBUS. US.BBA.1400	<p>The new model for marketing-Marketing 3.0-treats customers not as mere consumers but as the complex, multi-dimensional human beings that they are. Customers, in turn, are choosing companies and products that satisfy deeper needs for participation, creativity, community, and idealism.</p> <p>In Marketing 3.0, ITs explains why the future of marketing lies in creating products, services, and company cultures that inspire, include, and reflect the values of target customers.</p> <ul style="list-style-type: none"> Explains the future of marketing, along with why most marketers are stuck in the past Examines companies that are ahead of the curve, such as S. C. Johnson <p>In an age of highly aware customers, companies must demonstrate their relevance to customers at the level of basic values. Marketing 3.0 is the unmatched guide to getting out front of this new tide sweeping through the nature of marketing.</p>	Specilization	<p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p> <p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>	5
R- Marketing	IBUS. US.BBA.1401	To develop the understanding of business relationships in marketing through the concept of relationship marketing from the perspective of business to business (B2B) and consumer marketing in profit and non profit sectors.	Specilization		5
Marketing planning	IBUS. US.BBA.1402	To provide students with the necessary knowledge in planning and implementing direct marketing and online marketing for successfully marketing the products and services.	Specilization	<p>Rubly, Lawrence</p> <p>MBA Marketing & Finance, MS Linguistics, MA Germanic Linguistics</p> <p>MBA - Southern Illinois University, Carbondale; MS - Illinois Institute of Technology, Chicago; MA - University of Notre Dame, South Bend, IN; BA - University of Notre Dame, South Bend, IN.</p> <p>Larry Rubly is an accomplished general manager with a strong international background in business development and in online and traditional education management and technology transfer applications. He has exceptional interpersonal and relationship-building skills. He excels at developing disciplined teams and providing the vision, strategy, and collaborative leadership necessary to achieve critical business objectives. All in all, Larry is an accomplished management executive in the corporate world. He also has extensive academia experience, especially in startups and administration, in various colleges, and learning institutions. He currently holds board seats in various companies.</p>	5
	Total Credit Hours				15

SEMESTER II (14 weeks)		
Code	Name	Credit Hours
	Project paper	15
		15

PART B: PROGRAM DESCRIPTION

1. Name of the award (as in the scroll to be awarded): **Baclor BUSINESS ADMINISTRATION**
2. Level: **Baclor LEVEL**
3. Credit value: **120 CREDIT HOURS of ONLINE COURSEWORKS**
4. Field of study: **BUSINESS ADMINISTRATION**
5. Language of instruction: **ENGLISH**
6. Mode of study (e.g., full-time/part-time, etc.): **Part time**
7. Mode of delivery (lecture/tutorial/lab/field work/studio, etc.): **COMBINATION OF ONLINE:**
"LECTURES & DISCUSSIONS, TUTORIALS, CASE STUDIES AND ASSIGNMENTS"
8. Method of delivery (Conventional/Distance learning, etc.): **DISTANCE LEARNING**
9. Duration of study: 36/48 months (Part time)
10. Entry requirements:
11. Clock Hours: Each course module include 42 synchronous learning hours.

PART C: PROGRAM STANDARDS

The learning outcomes of the subject that forms this program are measured through:

At the Coursework Phase

1. All subjects will have one assignment paper to be evaluated based on the accepted methods at the Bachelor degree level. The assignment topic is given by the teacher.
2. The module also includes a module project paper which is submitted at the end of each module as a measure of summative assessment to gauge students' achievements of the course learning outcomes.
3. The module project paper is structured to test student's ability to understand the theories and concepts learned in the courses taken to practical business issues. Depending on issues addressed or that need to be solved, they will have to collect real data in the completion of their Module project paper.
4. The module project papers can be presented in online classes to remaining students on one basis and is seen as an integrated part of the module or assessed through an oral exam.
5. Both Assignments and module project papers can be conducted as groups or individually.
6. These are marked and graded by tutors who are also required to make comments.

To pass a course, the student must achieve the minimum passing grades from the combined marks of:

- *Online class participation – 15%*
- *Online Forums - 15%*
- *Assignment 1 – 30%*
- *Final Project – 40%*

The final paper for each module includes a 15 min. Oral exam (per student). This can be done online with video access OR alternative in Online class presentation.

The module project paper can be done alone or in groups. Also exams can be done in groups. A maximum of 4 people in a group.

Mode of learning

Assessment Strategy:

- Giving online exercises and case study
- Giving tests
- Giving assignments based on what is being learnt in the online class

Assessment Detail

- Online Class Participation (15%)
- Online Forums (15%)
- Assignment 1 (30%)
- Final Project (40%)

Our assessment structure for the assessments of the Module components:

Evaluation during the Online Module is a total of 100 marks:

- 15% Online class participation (15 Marks)
- 15% Forum discussions and active participation (15 Marks)
- 30% Assignment (30 Marks)
- 40% Final Project (40 Marks)

15% Online class participation (100 Marks)

(a) Attendance (50 marks) are based on the login

- Attending 100% of online sessions = 50/50 marks
- Attending 75% or more of online sessions = 25/50 marks
- Attending less than 75% of online sessions = Fail

(b) Active participation by asking questions and giving comments (25 marks)

(c) Answering teacher's questions directed randomly to each student during session (25 marks)

15% Forum discussions and active participation (15 Marks)

(a) Weekly discussion posting (3 marks)

(b) Active and constructive participation by giving response to instructor or other students (5 marks)

(c) Evidence of critical thinking (application, analysis, synthesis and evaluation (7 marks)

30% Assignment (30 Marks)

a) Connection to readings (the student work book and ones the student choose on his own own) (10Marks)The Synthesis of the selected parts of the readings related to the topic. Student should make clear and connect between what is learned from readings and the assignment. Further the analysis and an insight resulting from what you have learned from reading should be demonstrated, including references to the readings others than the student book.

b) Connection to class discussions & course objectives (10Marks)Synthesize, analyze and evaluating the assignment ideas or issues from the discussion in class as they relate to this topic.

c) Self-disclosure & Connection to outside experiences (10Marks)Trying to understand the different concepts, by examining in a open way the students own experiences in the past as they put them into relation with the assignment, illustrating the different arguments. To show in an open, assertive way the ability to show self-knowledge, discussing both growth and frustrations as they related to learning in class. The use of assessment of self and to seek answering questions. The synthesis of experiences related to the different topics, making a clear connection between, what is learned and their experience on the topic.

40% Final Project (40 Marks)

1. Title & Idea (4 Marks)

How innovative and creative is the idea and

2. Communication: (6 Marks)Understanding and definition of the problem in the students own words.

3. Analysis: (6 Marks)

Comparing the available solutions.

4. Problem Solving: (6 Marks)

Selecting a solutions and augmenting for it .

5. Evaluation: (6 Marks)

Identifying the possible downside of the chosen solution.

6. Synthesis: (6 Marks)

Suggesting ways to develop the chosen solution with information and ideas not in the case or the problem.

7. Reflection: (6 Marks)

Reflecting of the students on his own thinking process after finishing the project.

The Distance Learning MBA Program

- To prepare students for careers in management and leadership in both public and private sectors. Students acquire a comprehensive foundation in fundamental management knowledge and skills, and learn how to successfully apply advanced tools and techniques for intelligent decision-making in a variety of organizational settings.
- To provide students with the foundations in the content and competencies that will support their development as effective managers.
- To promote overall undertaking and ability to apply the skills towards complex problem analysis, decision-making and in the application of modern strategic management methods relevant to the field of business and management.

PART A: PROGRAM STRUCTURE

Code	Module	Description	Classification	Credit Hours	Learning Hours
IBUS.US.MBA.1001	Manager Development	<p>This module will expose students to the basic definition of Management as well as some of the main management theories that have been in use in the corporate world for a long time and the role of human behavior as related to the different management theories. It will also expose students to the concept of learning as well as the common barriers to learning and will introduce the concept of career development and how to make use of concepts like proactive planning as well as the importance of continuous self and others development as an integral part of the manager's role.</p> <p>This module also exposes students to the concept of developing a customized competency framework throughout the company for better communication and as a means to raise and monitor performance. Also, students will reach an understanding of culture, and how to transform it, which is a crucial skill for leaders trying to achieve strategic outcomes.</p> <p>Students will be exposed to the importance of sound, clear and concise communication as a skill is an essential one that a manager cannot function without as well as to the importance of coaching and utilizing it as a leadership competency and as a tool for managers to help employees improve and perform up to standard.</p>	Core	3	150
		<p>Subject Specialist</p> <p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p> <p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>			

IBUS.US.MBA.1002	Organizational Behaviors	<p>This subject will expose students to the systems approach to Organizational Behavior (OB) as a whole. Its structure emphasizes on the scope of theory, research and practice on OB, organisational culture and ethics, international OB, individual behavior, social perception and attributions, motivation, job performance and rewards, behavior modification and self-management, individual and group decision making, group dynamics, teams and teamwork; and managing conflict and negotiation, work design, culture and change.</p>	Core	3	150
		<p>Subject Specialist</p>			
		<p>Klein, Andrew</p> <p>Ph.D. Business Administration, University of Illinois at Chicago; MBA International Business, University of Chicago; BA in Economics, University of Massachusetts at Boston.</p> <p>PhD - University of Illinois in Chicago, Chicago, IL, 2003; MBA - University of Chicago, Chicago, 1983; BA - University of Massachusetts, Boston MA, 1977</p>			
		<p>Andy Klein is Assistant Professor of Management in the School of Business Management at the American University of Sharjah, UAE. Prior to that, he was the Associate Director of Business Programs at DeVry University, where he worked in Central Academics for twenty years. His other positions at DeVry included Regional Manager for Chicago, Director of Faculty Relations, Program Manager of the Master of Human Resource Management program, and Curriculum Manager in several areas. He has taught leadership development workshops at Lebanese American University in the Institute of Banking and Finance in Beirut, and has taught seminars in human resource management at Northeastern University in Shenyang, China. Prior to moving to the UAE in 2007, he was an Adjunct Professor at Northwestern University's (Evanston Illinois) Master of Product Development program, where he taught Ethics and Leadership. His research interests focus on the role of organizational culture and leadership in firm effectiveness and performance.</p>			
IBUS.US.MBA.1003	Leadership	<p>This module will expose students to the basic definition of a "board of directors" and to distinguish between different types of boards and understand what the role, functions and responsibilities of the board in a company entails. It also helps the students to determine how the board can assist the management with strategic planning to distinguish the difference between the daily management of a business and the strategic responsibilities of the board.</p> <p>This module guides the student to understand how coaching can be used to develop his/her team and to develop the coaching skills that help improve individual performance and to demonstrate the behaviours and practices of an effective coach. It also helps the student to recognize employees' strengths and give them the feedback they need to succeed and identify employee problems and ways he/she can help to correct them.</p> <p>The module, also offers an up-to-date, accessible and rigorous examination of a strategic approach to entrepreneurial management and emphasises its distinction from small business management. It integrates both conceptual and practical ideas from a broad grounding within wider economic, psychological and other social science disciplines.</p>	Core	3	150
		<p>Subject Specialist</p>			
		<p>Melanie Shaw</p> <p>PhD. Education – Curriculum and Teaching; Master of Education – Education Administration; Master of Science – School Counseling; Bachelor of Science – Liberal Studies and Music.</p> <p>Ph.D - Northcentral University, Prescott Valley AZ; ME - Grand Canyon University, Phoenix AZ; MS - University of West Alabama; BS - Excelsior College, Albany NY.</p>			
		<p>Melanie Shaw is currently the Faculty Mentor and Foundations Faculty for the Northcentral University in Prescott Valley, AZ. Prior, she held various administrative and academic positions, foremost of which was being the Director for Curriculum Development. She also holds various administrative & academic functions with other institutions -- Director of Faculty Services & Adjunct Faculty for Colorado State University, Adjunct Faculty for Ozarks Technical Community College, Springfield, MO, and Contributing Faculty Member for Walden University, Baltimore. She was also the President & CEO of iMedia Publications 2012 - 2013.</p>			

IBUS.US.MBA.1004	Human Resource Management	<p>Human Resource Management (HRM) is the strategic and coherent approach to the management of an organization's most valued assets - the people working there - who individually and collectively contribute to the achievement of the objectives of the business.</p> <p>In other words the concept of Human Resource Management is concerned about the strategic basis and overall objectives of the company when considering</p> <ul style="list-style-type: none"> • planning of Human resources • recruitment • developing and retaining employees • laying off people <p>This subject helps participants understand the concept and knowledge on managing human resources and its application in organization on a strategic basis. Areas of focus include the strategic basis, corporate culture, workforce planning and recruitment, learning and development, appraising and improving performance, job motivation, managing compensation and incentives, redundancies and retirements, communication tools, handling of conflicts</p> <p>Subject Specialist</p> <p>Kane, R. Todd</p> <p>PhD Candidate 2014 on Organizational Leadership. MBA on Healthcare Mgmt. BBA on Management</p> <p>PhD Current - Northcentral Univrsity, Prescott Valley AZ; MBA - Northcentral University.</p> <p>Recently the President/CEO of a healthcare company, R. Todd Kane is currently holding several teaching positions -- Faculty Training Manager at Colorado State University, Global Campus faculty at CSU, Instructor at Steven Henager College, Adjunct Professor at Kaplan University. Todd has had 15 years of senior level management experience, as well as, 25 years of progressive management, C-Suite, and HR experience.</p>	Core	3	150
IBUS.US.MBA.1005	Project Management	<p>Objectives of this subject is to provide the student with greater understanding of analytical skills for solving problems in project management, to learn mathematical models which aid in decision making process and to develop critical thinking and knowledge in project management's theory and practices. Student also will learn how to use software packages in project management practices.</p> <p>Subject Specialist</p> <p>Jama Bradley</p> <p>PhD in Education Leadership with Business Management & PoliSci Collaterals, MS in Education with Business & Technology collaterals</p> <p>PhD - University of Tennessee, Knoxville, May 1995; Masters - University of Tennessee, June 1984.</p> <p>Jama Bradley is currently Faculty Development Coordinator at Colorado State University. As a professional teacher for the past 20 years, he has also held various teaching and administration positions. He also has held numerous adjunct and parttime positions as instructor in various universities. He has also held several administration and consultancy functions in various schools and training centers. He has been a member of professional organizations since 2004 - PMI & PDMA.</p>	Core	3	150

IBUS.US.MBA.1006	Corporate Communication	<p>This subject is designed for business professionals to equip them with practical communication skills. It highlights the importance and value of accurate, written communication and develops the ability to write clear, concise and unambiguous business letters, e-mails and reports. The importance of presentation and high quality standards is emphasized throughout this process.</p> <p>The course introduces participants to a variety of different writing challenges including minutes, technical writing, web page design and sales and promotional material generation. The similarities between all communication and the differences in specific circumstances are reviewed and practice given in writing to meet different needs.</p> <p>Supported by interactive exercises, case studies and group discussions, active participation and professionalism is encouraged and developed.</p> <p>Subject Specialist</p> <p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p> <p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p> <p>Rene Ryman is the President and Founder of Ryman Consulting, Inc. Her academic experiences include -- Professor for the Australian College of Kuwait (2012 - present), Asst Professor positions with the American University of Afghanistan, and the American University of Iraq (2008 - 2012). Her other academic experiences, for 15 years, include positions as Adjunct Professor for the University of Colorado, Colorado State University, & the University of Denver. She has also held a management position with ATT, for 4 years, 1989 - 1993. She has also done independent consulting work with various organizations -- American University of Afghanistan, Verizon, Qwest, and Western Pacific, Northern and Mountain Air Express Airlines.</p>	Core	3	150
IBUS.US.MBA.1007	Marketing & Sales Management	<p>Due to the changing environment, firms now are increasingly recognizing the importance of developing intelligence and strategic insights about market and consumers. This subject focuses on formatting and implementing marketing management strategies and policies, a task undertaken in most companies at the strategic business unit level. Topics covered include corporate business strategies, marketing management process, SWOT analysis, consumer behavior, developing strategic marketing programme, e-marketing and marketing communications.</p> <p>Subject Specialist</p> <p>Cherivtch, Lisa</p> <p>MBA with Marketing emphasis; BA Marketing</p> <p>MBA - De Paul University, Chicago, Illinois, 2000; Bachelor - Northern Illinois University, 1989.</p> <p>Lisa is currently Associate Professor at Oakton Community College (since 2007). She is also an Instructor at Elgin Community College (since 2005). With professional organizations, she is currently the Director-Liaison for Educational Relations at the International Trade Association for Greater Chicago.</p>	Core	3	150

IBUS.US.MBA.1008	Financial Management	<p>This subject will expose students to the basic principles of financial management and its application in managerial financial decisions. Its structure will emphasize on the scope of corporate finance which include financial markets, financial statement analysis, financial planning and forecasting, profile of risk and return, time value of money, valuation of shares and bonds, capital budgeting and risk management.</p>	Core	3	150
		<p>Subject Specialist</p>			
		<p>Levine, Seth</p> <p>DBA, Nova Southeastern University; MBA/MPA, University of Miami; BBA (Cum Laude - Dean's List)</p> <p>DBA - Nova Southeastern University, Fort Lauderdale FL, 2010; MBA - University of Miami, Coral Gables FL, December 1989; MPA - University of Miami, June 1985; BBA - University of Miami, December 1983.</p>			
		<p>Seth Levine is a CPA, and currently the COO of Torano USA since 2011 (previously also the CFO, 1995 - 2001). In academics, he is also currently Senior Faculty for Becker Professional Education (since 1989), and, Senior Faculty for Keller Graduate School of Management (since 2000), and Adjunct Professor in Accounting for University of Miami (since 1990) . He has also previously held various audit management & consultancy positions with Arthur Andersen Consulting and Price Waterhouse.</p>			
IBUS.US.MBA.1011	International Business	<p>This subject discusses the overall global environment (macro level) impacting on businesses and the strategies used by companies around the globe in encountering the situation and dynamic change faced. Discussion also includes topics like industry analysis, strategy formulation, and strategy implementation.</p>	Core	3	150
		<p>Subject Specialist</p>			
		<p>Rubly, Lawrence</p> <p>MBA Marketing & Finance, MS Linguistics, MA Germanic Linguistics</p> <p>MBA - Southern Illinois University, Carbondale; MS - Illinois Institute of Technology, Chicago; MA - University of Notre Dame, South Bend, IN; BA - University of Notre Dame, South Bend, IN.</p>			
		<p>Larry Rubly is an accomplished general manager with a strong international background in business development and in online and traditional education management and technology transfer applications. He has exceptional interpersonal and relationship-building skills. He excels at developing disciplined teams and providing the vision, strategy, and collaborative leadership necessary to achieve critical business objectives. All in all, Larry is an accomplished management executive in the corporate world. He also has extensive academia experience, especially in startups and administration, in various colleges, and learning institutions. He currently holds board seats in various companies.</p>			

IBUS.US.MBA.1012	Strategic Management	<p>Strategic management is examined in terms of contents, process and context. The subject covers issues of internal and external environment analysis and associates them with the notion of competitive advantage. Strategy is defined at three levels: corporate, business and functional, nonetheless, it is thoroughly discussed at the business and functional level only. The roles and responsibilities of managers involved in the decision making process are also highlighted.</p>	Core	3	150
		<p>Subject Specialist</p>			
		<p>Klein, Andrew</p> <p>Ph.D. Business Administration, University of Illinois at Chicago; MBA International Business, University of Chicago; BA in Economics, University of Massachusetts at Boston.</p> <p>PhD - University of Illinois in Chicago, Chicago, IL, 2003; MBA - University of Chicago, Chicago, 1983; BA - University of Massachusetts, Boston MA, 1977</p>			
		<p>Andy Klein is Assistant Professor of Management in the School of Business Management at the American University of Sharjah, UAE. Prior to that, he was the Associate Director of Business Programs at DeVry University, where he worked in Central Academics for twenty years. His other positions at DeVry included Regional Manager for Chicago, Director of Faculty Relations, Program Manager of the Master of Human Resource Management program, and Curriculum Manager in several areas. He has taught leadership development workshops at Lebanese American University in the Institute of Banking and Finance in Beirut, and has taught seminars in human resource management at Northeastern University in Shenyang, China. Prior to moving to the UAE in 2007, he was an Adjunct Professor at Northwestern University's (Evanston Illinois) Master of Product Development program, where he taught Ethics and Leadership. His research interests focus on the role of organizational culture and leadership in firm effectiveness and performance.</p>			

Electives:

IBUS.US.MBA.1013	Research Methodology	<p>This subject seeks to expose students to research methods in business. It focuses on understanding the philosophy, processes, designs and various research methods such as the experimental, surveys and correlational studies. Other issues to be discussed will include development of instruments and issues relating to reliability and validity, problem identifications, techniques to review relevant academic literature, sampling, ethics involved in research and how to write the research report.</p>	Elective	3	150
		<p>Subject Specialist</p>			
		<p>Stan Lan</p> <p>PhD (Educational Leadership and Human Resource Studies), CSU; MS in Electrical Engineering, Northern Illinois University; MS in Education, Northern Illinois University; B.S. Engineering (1982). University of Technology, China.</p> <p>PhD - Colorado State University, Fort Collins CO, Summer 2004; MSEE - Northern Illinois University, DeKalb IL, Spring 1992; MSEDucation - Northern Illinois University, 1988; BSEngg - University of Technology, Shanghai China, 1982.</p> <p>Stan Lan is currently Full Professor, College of Engineering and Information Sciences, DeVry University. Previous academic engagements for 20 years (1992 - 2012) include the following academic positions -- Dean of Academic Affairs (Chief Academic Officer), Keller Graduate School of Management, DeVry University; Academic Dean, DeVry University Chicago; Chairperson and Associate Professor, DeVry Institute of Technology; Assistant Professor and Department Head, West Virginia University-Institute of Technology. In China, he was the Assistant General Manager, Xinhua Power Plant Control Engineering Company, Ltd., Shanghai, China, December 1988 to November 1989, as well as, a Research Scholar, Virginia Polytechnic Institute and State University, Blacksburg, VA, March 1986 to August 1988.</p>			
IBUS.US.MBA.1014	Managerial Accounting	<p>This subject will discuss various management accounting techniques with emphasis on its relevant to management decision making functions. It includes discussions on significant development on the role of management accounting within an organization. The process of cost determination, analysis of costs behavior and the application of activity-based costing will also be reviewed.</p>	Elective	3	150
		<p>Subject Specialist</p>			

- *The IBUS.US.MBA.1014 is a recommended especially for students with no BBA.*

Master of Business Administration with Thesis

IBUS.US.MBA.1009	Thesis	<p>This is a compulsory module in the Master degree program where candidates are expected to submit a thesis based on supervised work on a topic in the candidates' area of study and approved by the School. The number of credit points for the thesis is 15 and the length of the project paper is minimum 20,000 words and maximum 25,000 words. The total number of hours needed to complete the final project paper is 750 hours.</p> <p>The thesis is the most important element of a research degree. It is a test of the student's ability to undertake and complete a sustained independent research and analysis, and to write up that research in a coherent form according to the rules and conventions of the academic community.</p> <p>A thesis should be adequate in its methodology, in its analysis and in its argument, and adequately demonstrate its author's familiarity with the relevant literature. A thesis should also be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation and it should have a logical and visible structure and development that should assist the reader's understanding of the argument being presented.</p>	Core	15	750
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PART B: PROGRAM DESCRIPTION

1. Name of the award (as in the scroll to be awarded): **Master of BUSINESS ADMINISTRATION**
With or without Thesis
2. Level: **Master LEVEL**
3. Credit value: **30 to 45 CREDIT HOURS of ONLINE COURSEWORKS**
4. Field of study: **BUSINESS ADMINISTRATION**
5. Language of instruction: **ENGLISH**
6. Mode of study (e.g., full-time/part-time, etc.): **Part time**
7. Mode of delivery (lecture/tutorial/lab/field work/studio, etc.):
COMBINATION OF ONLINE:
"LECTURES & DISCUSSIONS, TUTORIALS, CASE STUDIES AND ASSIGNMENTS"
8. Method of delivery (Conventional/Distance learning, etc.): **DISTANCE LEARNING**
9. Duration of study: minimum 1 year. Expected duration 2 years.
10. Entry requirements: BA program and minimum of 2 years experience.
11. Clock Hours: Each course module include 42 synchronous learning hours.

PART C: PROGRAM STANDARDS

INFORMATION ON AREA 1: VISION, MISSION, EDUCATIONAL GOALS AND LEARNING OUTCOMES

We strive to establish a tradition of excellence locally and internationally, to provide a broadly trained Student, through the provision of knowledge creation, research skills and competencies based on scientific process and findings.

Generic skills are enhanced such as attitudes, ethics, sense of professionalism and leadership skills to advance the society within the framework of the organizational and personal vision, through the implementation of the analytical skills and problem solving skills to evaluate and make decisions in a creative and critical way, through experience and research evidence.

The quest for knowledge and lifelong learning skills are developed, which are essential for continuous upgrading of knowledge and skills that parallel the rapid advancement in global knowledge and application of research issues that are relevant to the local, national and international context.

The learning outcomes of the subject that forms this program are measured through:

At the Coursework Phase

1. All subjects will have one assignment paper to be evaluated based on the accepted methods at the Master degree level. The assignment topic is given by the teacher.
2. The module all also includes a module project paper which submitted at the end of each module as a measure of summative assessment to gauge students' achievements of the course learning outcomes.
3. The module project paper is structured to test student's ability to apply the theories and concepts learned in the courses taken to practical business issues. Depending on issues addressed or that need to be solved, they will have to collect real data in the completion of their Module project paper.
4. The module project papers can be presented in online classes to remaining students on one basic and is seen as an integrated part of the module or assessed through an oral exam
5. Both Assignments and module project papers can be conducted as groups or individually.
6. These are marked and graded by tutors who are also required to make comments.

To pass a course, the student must achieve the minimum passing grades from the combined marks of:

- Assignment 1 – 60%
- Final Project – 40%

The final paper includes a 15 min. Oral exam (per student). This can be done online with video access OR alternative in Online class presentation.

The module project paper can be done alone or in groups. Also exams can be done in groups. A maximum of 4 people in a group.

A paper should be:

15 pages if one student

20 if 2

25 if 3

30 if 4

(one page being equivalent to 250 words).

Mode of learning

Assessment Strategy:

- Giving online exercises and case study
- Giving tests
- Giving assignments based on what is being learnt in the online class

Assessment Detail

- Online Class Participation (15%)
- Online Forums (15%)
- Assignment 1 (30%)
- Final Project (40%)

Our assessment structure for the assessments of the Module components:

Evaluation during the Online Module is a total of 100 marks:

- 15% Online class participation (15 Marks)
- 15% Forum discussions and active participation (15 Marks)
- 30% Assignment (30 Marks)
- 40% Final Project (40 Marks)

15% Online class participation (100 Marks)

(a) Attendance (50 marks) are based on the login

- Attending 100% of online sessions = 50/50 marks
- Attending 75% or more of online sessions = 25/50 marks
- Attending less than 75% of online sessions = Fail

(b) Active participation by asking questions and giving comments (25 marks)

(c) Answering teacher's questions directed randomly to each student during session (25 marks)

15% Forum discussions and active participation (15 Marks)

(a) Weekly discussion posting (3 marks)

(b) Active and constructive participation by giving response to instructor or other students (5 marks)

(c) Evidence of critical thinking (application, analysis, synthesis and evaluation (7 marks)

30% Assignment (30 Marks)

a) Connection to readings (the student work book and ones the student choose on his own own) (10Marks)The Synthesis of the selected parts of the readings related to the topic. Student should make clear and connect between what is learned from readings and the assignment. Further the analysis and an insight resulting from what you have learned from reading should be demonstrated, including references to the readings others than the student book.

b) Connection to class discussions & course objectives (10Marks)Synthesize, analyze and evaluating the assignment ideas or issues from the discussion in class as they relate to this topic.

c) Self-disclosure & Connection to outside experiences (10Marks)Trying to understand the different concepts, by examining in a open way the students own experiences in the past as they put them into relation with the assignment, illustrating the different arguments. To show in an open, assertive way the ability to show self-knowledge, discussing both growth and frustrations as they related to learning in class. The use of assessment of self and to seek answering questions. The synthesis of experiences related to the different topics, making a clear connection between, what is learned and their experience on the topic.

40% Final Project (40 Marks)

1. Title & Idea (4 Marks)

How innovative and creative is the idea and

2. Communication: (6 Marks)Understanding and definition of the problem in the students own words.

3. Analysis: (6 Marks)

Comparing the available solutions.

4. Problem Solving: (6 Marks)

Selecting a solutions and augmenting for it .

5. Evaluation: (6 Marks)

Identifying the possible downside of the chosen solution.

6. Synthesis: (6 Marks)

Suggesting ways to develop the chosen solution with information and ideas not in the case or the problem.

7. Reflection: (6 Marks)

Reflecting of the students on his own thinking process after finishing the project.

The Distance Learning DBA Program

The **Business Administration Doctorate**, will enable you to review topics such as justifying and implementing restructuring and change, understanding of operational and functional processes, and envisioning successful business operations and the strategy behind it.

PART A: PROGRAMME STRUCTURE

YEAR 1 and 2 – (10 online Courses)				
Name	Code	Description	Subject Specialist	Credit Hours
Strategic Marketing	IBUS. US.DBA.1001	To equip students with theoretical and practical knowledge in carrying out strategic marketing research.	<p>Rene Ryman</p> <p>DBA in International Business Management, University of Sarasota (Argosy University); Masters of Intl Studies, University of Denver; MBA, Lake Forest Graduate School of Management; BBA, Elmhurst College IL</p>	3
Managerial Economics	IBUS. US.DBA.1002	To equip students with theoretical and practical knowledge in carrying out Economic-based business research.	<p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p>	3
International Business	IBUS. US.DBA.1003	To equip students with theoretical and practical knowledge in carrying out International Business research.	<p>DBA - University of Sarasota (Argosy University), Orange CA, 2007; Masters - University of Denver, Denver CO, 1998; MBA - Lake Forest Graduate School of Management, Lake Forest IL, 1993; BBA - Elmhurst College, Elmhurst IL, 1991.</p>	3
Advanced Accounting and Finance	IBUS. US.DBA.1004	To equip students with theoretical and knowledge in carrying out accounting and finance research.	<p>Meonske, Norman</p> <p>Ph.D in Accounting; Masters in Accounting; BSAccounting.</p> <p>PhD - University of Missouri; Masters - Wichita State University; Bachelors - Wichita State University.</p>	3

Organizational Leadership	IBUS. US.DBA.1005	To equip students with theoretical and practical knowledge in carrying out organizational and leadership research.	Klein, Andrew Ph.D. Business Administration, University of Illinois at Chicago; MBA International Business, University of Chicago; BA in Economics, University of Massachusetts at Boston.	Andy Klein is Assistant Professor of Management in the School of Business Management at the American University of Sharjah, UAE. Prior to that, he was the Associate Director of Business Programs at DeVry University, where he worked in Central Academics for twenty years. His other positions at DeVry included Regional Manager for Chicago, Director of Faculty Relations, Program Manager of the Master of Human Resource Management program, and Curriculum Manager in several areas. He has taught leadership development workshops at Lebanese American University in the Institute of Banking and Finance in Beirut, and has taught seminars in human resource management at Northeastern University in Shenyang, China. Prior to moving to the UAE in 2007, he was an Adjunct Professor at Northwestern University's (Evanston Illinois) Master of Product Development program, where he taught Ethics and Leadership. His research interests focus on the role of organizational culture and leadership in firm effectiveness and performance.	3
Strategic Management	IBUS. US.DBA.1006	To equip students with theoretical and practical knowledge in carrying out strategic management research.	PhD - University of Illinois in Chicago, Chicago, IL, 2003; MBA - University of Chicago, Chicago, 1983; BA - University of Massachusetts, Boston MA, 1977		3
Research Philosophy	IBUS. US.DBA.1007	To equip students with theoretical knowledge and practical understanding of the major philosophical and methodological issues and approaches involved in carrying out scholarly business research.	Jama Bradley PhD in Education Leadership with Business Management & PoliSci Collaterals, MS in Education with Business & Technology collaterals PhD - University of Tennessee, Knoxville, May 1995; Masters - University of Tennessee, June 1984.	Jama Bradley is currently Faculty Development Coordinator at Colorado State University. As a professional teacher for the past 20 years, he has also held various teaching and administration positions. He also has held numerous adjunct and parttime positions as instructor in various universities. He has also held several administration and consultancy functions in various schools and training centers. He has been a member of professional organizations since 2004 - PMI & PDMA.	3
Research Methodology	IBUS. US.DBA.1008	To equip students with theoretical and practical knowledge in carrying out a scholarly business research.			3
Advanced Statistics	IBUS. US.DBA.1009	To equip students with theoretical and practical knowledge in using and utilizing advanced statistical tools in analysing research data.	Stan Lan PhD (Educational Leadership and Human Resource Studies); MS in Electrical Engineering; MS in Education; B.S. Engineering (1982).	Stan Lan is currently Full Professor, , College of Engineering and Information Sciences, DeVry University. Previous academic engagements for 20 years (1992 - 2012) include the following academic positions -- Dean of Academic Affairs (Chief Academic Officer), Keller Graduate School of management, DeVry University; Academic Dean, DeVry University Chicago; Chairperson and Associate Professor, DeVry Institute of Technology; Assistant Professor and Department Head, West Virginia University-Institute of Technology. In China, he was the Assistant General Manager, Xinhua Power Plant Control Engineering Company, Ltd., Shanghai, China, December 1988 to November 1989, as well as, a Research Scholar, Virginia Polytechnic Institute and State University, Blacksburg, VA, March 1986 to August 1988.	3
Multivariate Analysis	IBUS. US.DBA.1010	To equip students with theoretical and practical knowledge in using and utilizing methods and techniques of multivariate data analysis	PhD - Colorado State University, Fort Collins CO, Summer 2004; MSEE - Northern Illinois University, DeKalb IL, Spring 1992; MSEducation - Northern Illinois University, 1988; BSEngg - University of Technology, Shanghai China, 1982.		3

2	YEAR 2 and 3 - RESEARCH HAND-HOLDING PHASE	
	STAGE 1	Identifying and Defining Research Problem and Developing Conceptual Model
	STAGE 2	Review of Literature
	STAGE 3	Preparing a Research Proposal
3	YEAR 3 and 4 - RESEARCH AND DISSERTATION PHASE	
	STAGE 4	Research design and planning
	STAGE 5	Pilot study and refining research design
	STAGE 6	Data collection and processing
	STAGE 7	Data analysis, interpretations and writing draft chapters
	STAGE 8	Writing and completion of dissertation

PART B: PROGRAMME DESCRIPTION

- Name of the award (as in the scroll to be awarded): **DOCTOR IN BUSINESS ADMINISTRATION**
- Level: **DOCTORATE LEVEL**
- Credit value: **90 CREDIT HOURS of ONLINE COURSEWORKS**
- Field of study: **BUSINESS ADMINISTRATION**
- Language of instruction: **ENGLISH**
- Mode of study (e.g., full-time/part-time, etc.): **Part time**
- Mode of delivery (lecture/tutorial/lab/field work/studio, etc.): **COMBINATION OF ONLINE:
"LECTURES & DISCUSSIONS, TUTORIALS, CASE STUDIES AND ASSIGNMENTS"**
- Method of delivery (Conventional/Distance learning, etc.): **DISTANCE LEARNING**
- Duration of study: Minimum 3 years. Expected duration 4 years.
- Entry requirements:
- Clock Hours: **Each course module include 42 synchronous learning hours.**

PART C: PROGRAMME STANDARDS

INFORMATION ON AREA 1: VISION, MISSION, EDUCATIONAL GOALS AND LEARNING OUTCOMES

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6. Synthesis: (6 Marks)

Suggesting ways to develop the chosen solution with information and ideas not in the case or the problem.

7. Reflection: (6 Marks)

Reflecting of the students on his own thinking process after finishing the project.

Code of Conduct Policy

INTRODUCTION

This Policy and Procedure document provides information about policies, procedures and regulations at IBUS, either formally adopted or developed as a matter of practice and precedent. IBUS personnel use this document as a set of guidelines when taking or recommending courses of action. All policies, procedures and regulations discussed in this document are subject to change following normal Business University procedures.

(a) Conflict of Interest

All possibilities of conflict of interest in academic decisions must be scrupulously avoided. It is the responsibility of faculty members and students to declare conflicts of interest when they know them to arise. It is the responsibility of the IBUS Dean, or any other person responsible for graduate program administration to ensure that conflicts of interest are avoided in academic decisions. Conflict of interest may arise in the following situations, among others: teaching or supervising family members or close relatives, teaching or supervising persons with whom one has a close personal relationship or is involved in dispute, teaching or supervising persons from whom one is receiving gifts, teaching or supervising persons with whom one has close research relationships or shared financial interests, etc.

(b) Misconduct

Part 1 – Student Code of Ethics

(i) Responsibilities of students

Every student shall:

- a. Obey the laws of his/her nation and the nation where he/she is studying
- b. Obey the rules and regulations of the University
- c. Co-operate with the University authorities
- d. Attend learning sessions
- e. Sit for examinations, unless barred from doing so
- f. Be responsible for safeguarding and ensuring the safety of the property of the University used by him/her

(ii) Prohibitions

- a. No student is permitted to be involved in any activity, activities or conduct which may damage or harm the interests, harmony, the good name of the University, its students, staff, officers or employees.
- b. No student is permitted to use any lecture, tutorial or teaching materials which are provided to him/her by the University for the purpose of publication, distribution or dissemination, whether for payment or otherwise.
- c. No student may plagiarize the intellectual property of others, including data, ideas, publications and inventions.
- d. No student may, cheat or attempt to cheat or act in a manner that can be interpreted as cheating or attempting to cheat in an examination.
- e. No student or group of students may organize, conduct or participate in any activity in the name of the University without permission or written instructions to do so from the University.
- f. No student or group of students may promote, manage, or assist in the collection of money or contributions in the name of University without permission or written instruction to do so from the University.
- g. No student or group of students may make any statement to the press in the name of the University without the written permission of the University.

(iii) Breach of Code

A student who violates any part of the Code is said to have committed a breach of conduct.

Part II - Procedures for Handling Student Disciplinary Cases

1. A student who has been accused of committing a breach of the code under any of the rules of the Business University and is found guilty can be subjected to the imposition of any one, or combination of two or more of the following penalties:
 - (a) Warning
 - (b) Fine
 - (c) Exclusion from any specified part or parts of the University
 - (d) Suspension from membership of the University for a fixed period of time
 - (e) Payment of compensation for any damage to property at the University facilities or any third party claimant
 - (f) Nullification of examination results or any part of the examination results
 - (g) Exclusion from the University
2. Every report of wrongdoing shall be investigated and the Investigation Committee shall decide whether the alleged offence is serious, minor or there is no case to answer.
3. Serious offences include academic dishonesty, fraud, plagiarism, any activity that adversely affects the good name of the University and involvement in criminal activities.
4. If the Investigation Committee finds that a student has committed an offence, it shall inform the offender of the offence of which he/she is accused and require the student to provide a written explanation within a reasonable period of time.

5. If the student pleads not guilty and his/her explanation is accepted, or the student admits his/her guilt, the Investigation Committee shall then take the appropriate action.
6. If the student pleads not guilty and his/her explanation is not accepted by the Investigation Committee, the student shall be informed of his/her offence and required to appear before the Disciplinary Committee within a period not less than 14 days from the date of notification.
7. A student who does not make the explanation statement as in clause 4, does not pay the fine imposed or fails to appear before the Disciplinary Committee, shall be suspended until he/she provides an explanation, pays the fine imposed or agrees to appear before the Disciplinary Committee.
8. In a disciplinary proceeding;
 - (a) If the student pleads not guilty and the Disciplinary Committee finds that there is a case to answer, the student shall be asked to provide evidence. The student may call witnesses or present document(s) or other materials in his/her defense. The Disciplinary Committee can question the student or any of the witnesses and examine any document(s) or materials. The student may cross-examine any of the witnesses.
 - (b) If the student pleads guilty, the Disciplinary Committee shall explain the facts of the case to him/her.
9. On completion of the proceedings and, if the Disciplinary Committee finds the student guilty, before imposing sentence, the Disciplinary Committee shall ask the student to make a mitigation plea.
10. If the Disciplinary Committee imposes the punishment of payment of compensation or damages to the Business University or a third party, the amount of compensation will be fairly determined by the Disciplinary Committee.
11. A student who is not satisfied with the decision of the Disciplinary Committee can submit a written appeal providing the grounds of appeal to the President for consideration by the University Board, on condition that such an appeal is submitted within 14 days from the date of sentencing. The decision of the Board of Directors shall be final.
12. The Disciplinary Committee, with the consent of the President may delegate its authority to any officer or member of staff of the University to deal with any disciplinary offence.
13. If a student makes an appeal, this does not constitute grounds for the suspension of the implementation of any penalty imposed or the suspension of payment of any fine or compensation ordered to be paid.
14. Fines shall be paid to the Financial Controller who shall then make payment to the third party.
15. Any document(s) or other materials submitted before the Disciplinary Committee in the course of disciplinary proceedings shall be kept in the care of the University until such proceedings are completed or until the deadline for appeal has passed.
16. The Disciplinary Committee shall make written notes of all disciplinary proceedings. However, for the purposes of record keeping these notes do not need to be verbatim.

IBUS LIBRARY

IBUS provide a number of facilities for our students in terms of access to books and reference materials.

A. IBUS ePortal is accessible to all students as a part of the tuition and come at no extra costs. This include presentations, excersises, tutorials as well as access to all electronic tools for synchronious classes.

B. In our ePortal our students also have link access to our Pearson run and managed **IBUS** eLibriary where all mandatory texts are freely available to our students.

C. Additional texts can be bought directly in the elibriary.

D. As large scale eLibriay for articles and journales we have an agreement with one of Asias largest **eUniversities" AeU'** where our students get free access to their online Libriary

Grading structure

This grading system can be represented in the table that follows:

Mark	Grade
80-100	A
75-79	A-
70-74	B+
65 - 69	B
60 - 64	B-
55 - 59	C+
50 - 54	C
45 - 49	C-(Fail)
40 - 44	D+ (Fail)
35 - 39	D (Fail)
0 - 34	F (Fail)

Equivalency to other grade systems

ECTS SCALE**	U.S. Grade equivalents	Swiss Grade equivalent	German Grade equivalent
A	A	6	1.0-1.2
B	A-/B+	5.5	1.3-1.5
C	B	5	1.6-2.5
D	C+	4.5	2.6-3.5
E	C	4	3.6-4.0
FX	F	3.5	4.1
F	F	3	

Tuition Fees and other Charges

1. Application Processing Fee: \$250 per student. *This is a one-time fee (nonrefundable).*

2. Tuition Fees:

- BA level (120 Credits): 15,000 USD (Equal to 125 USD per Credit)
- Master level (without Thesis) (30 Credits): 7,500 USD (Equal to 250 USD per Credit)
- Master level (45 credits): 11,250 USD (Equal to 250 USD per Credit)
- Doctor of Business Administration (90 Credits): 20,000 USD (Equal to 250 USD per Credit)

2.1 Tuition includes and provides for:

- Access to Learning Management system called IBUS ePortal(BUT not including books and other reference materials).
- One (1) Examination per module. As students are given 3 chances to pass each module, extra exams are charged extra* per module per instance. If the student does not pass the module after a 3rd attempt, the module has to be redone, and new exams can be granted.
- Printing for one degree/diploma certificate and one transcript when the course has been passed. (Excluding sending originals. Any fee for forwarding will be invoiced separately).

3. Student Tuition Recovery Fund for the State of California:

In addition to the tuition fees, California students are encouraged to abide by the rules & guidelines for the State of California Student Tuition Recovery Fund (STRF), and pay the state-imposed assessment, as of current rules. The rules and guidelines are detailed in Section F.3. of this IBUS Enrolment Form.

4. Extra Charges:

- Printing of extra certificates: 250 USD per Certificate
- Extra Exams: 250 USD per Exam
- Extra Grading of assignments: 50 USD per Grading
- Extra transcript of records: 100 USD
- Fee for sending/ mailing certificates or transcripts to locations outside of the US: 150 USD.

Payment terms per Program

Bachelor of Business Administration Program:

3-year program: Total 120 credits

- **Total Payment:** 15,000 USD, Plus 250 USD application fee.

BBA:

- **Tuition for 15 Credit Semester:** $125 \times 15 =$ semester. Tuition: \$1,875

Fees are paid per semester 30 days before a semester starts.

Master of Business Administration:

Master level (without Thesis) (30 Credits): 7,500 USD (Equal to 250 USD per Credit)

- Plus 250 USD application fee.
- Fees are paid per semester 30 days before a semester starts.

Master level (45 credits): 11,250 USD (Equal to 250 USD per Credit)

MBA: Tuition for 15 Credit Semester: $250 \times 15 =$ semester. Tuition: \$3,750

- Plus 250 USD application fee.
- Fees are paid per semester 30 days before a semester starts.

Doctor of Business Administration Program

3-year program with 90 Credits

- Tuition for 15 Credit Semester: $250 \times 15 =$ semester. Tuition: \$3,750
- Total Payment 22,500 USD, plus 250 USD application fee.
- Fees are paid per semester 30 days before a semester starts.

IBUS Student Records policy

IBUS maintains records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in this institution.

IBUS maintains, for each student granted, a degree or certificate by that institution, permanent records of all of the following:

- **IBUS will at the main campus of IBUS without time limit keeps records of:**
 - The degree or certificate granted and the date on which that degree or certificate was granted as well as student transcripts.
 - The courses and units on which the certificate or degree was based.
 - The grades earned by the student in each of those courses.
- **Institutional Records** **IBUS** maintains, for a period of 10 years, at its principal place of business in this state, complete and accurate records of all of the following information:
 - The educational programs offered by the institution as well as the curriculum's.
 - The names and addresses of the members of the institution's faculty and records of the educational qualifications of each member of the faculty.
 - Lists of all graduates, their individual scores and total grades per cohort for calculation of total grades given.

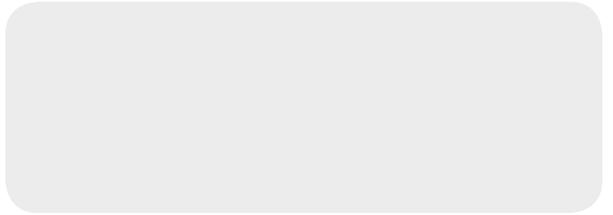
Student services

Libriary service: IBUS have a professional Librian to support all our students. Please contact lib@ibu-s.com

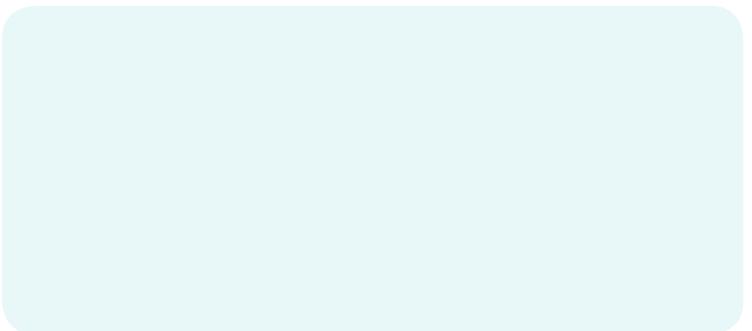
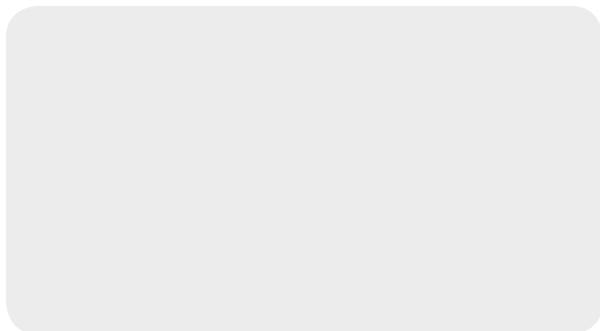
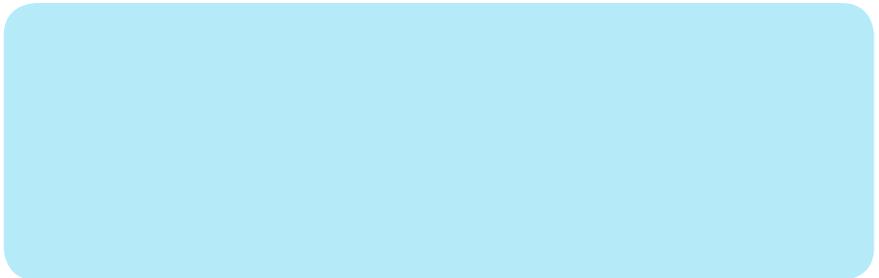
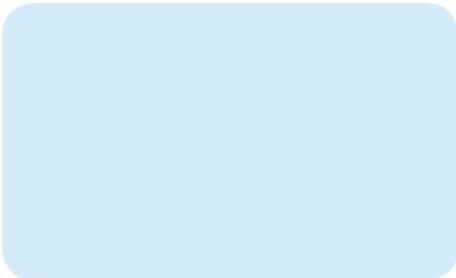
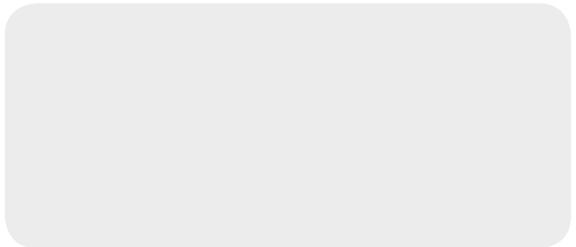
IT support: If you need any IT support please contact itsupport@ibu-s.com

Academic support should be directed to our Business School dean: Lawrence Rubly <lawrence.rubly@ibu-s.com>

Finance: If you have questions regarding finance please refer to finance@ibu-s.com



International Business University of Scandinavia



IBUS United States: 7545 Irvine Center Dr. #200, Irvine, California, 92618, US

Phone: +1 949 407 80 83

www.ibus.education OR www.ibu-s.com