



**CHRISTFIELD**  
**GLOBAL UNIVERSITY**



# **2024 - 2034**

# **Prospectus**



**C**hristfield Global University College is committed to enhancing the intellectual, personal, and professional growth of the students. This is accomplished by providing low tuition, a challenging curriculum, a highly qualified faculty, and strong academic support.

Christfield Global University College is also committed to providing online education that is flexible, available on – demand, innovative, and effective with the utilization of sound education technologies and techniques. Our degrees are structured to allow students the flexibility to schedule course work around other responsibilities.

We are a forward – thinking transformational, and inspirational educational institution, created by the Board of Trustees and the Board of Directors dedicated to the goals of quality, teaching, research and services for assisting humanity in building a peaceful world.

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# WELCOME FROM THE DIRECTOR AND CEO

Welcome to Christfield Global University College, an institution with a Zambian style of education. Our distinguished faculty, with an almost limitless breadth of academic and business experience, offers our students a challenging, inspiring, and practical foundation for their future endeavours.

Christfield Global University College seeks to deliver educational programs and high-value services grounded upon the principles of truth, established practice, and founded science, for the end goal of producing a new breed of self-directed, trustworthy business and educational leaders.



With the help of technology, it is now possible for educational institutions, such as Christfield Global University College, to fulfil this thrust. Education does not need to be confined to traditional settings because students who desire to obtain their degrees or expand their educational qualifications can do so through effective non-traditional means. In light of these facts, Christfield Global University College programs and curricula are comprehensive and adhere to exemplary international standards, meaning that the University has received accreditation from relevant academic communities.

In a thrust to promote and accelerate servant and Christ Centred leadership as well as professional development, not only among the Christfield Global University College student body, but also with faculty and staff, harnesses current research methods, relevant curricular offerings, and responsive extension services. By taking this stance, Christfield Global University College assures that we play a significant role in the creation and delivery of relevant knowledge and skill, thereby contributing to society in general. In our aim to serve as a centre of knowledge and be a part of the global education and science community, Christfield Global University College also assumes responsibility for ongoing enhancement of well-rounded, research-oriented academe. Christfield Global University College takes pride in the opportunities and knowledge that we offer

to the international education landscape, and we value each student as they contribute to this legacy.

We are proud of the academic challenges provided to our students for the sole purpose of creating a culture of excellence in education. We believe that every incoming student adds to our legacy. Our faculty members are encouraged to provide each student with the fundamentals that they will use for the rest of their careers while imparting learning experiences and lessons that will serve them personally and professionally.

Our faculty, staff, and leadership are confident that Christfield Global University College can meet and exceed all academic expectations. We are proud of the opportunities and experiences that Christfield Global University College offers every day, and we hope you will become part of our family.

Best Regards,  
**The Most Rev. Professor W. Mahiya , PhD, PhD, PhD,**  
(Chief Executive Officer and President)

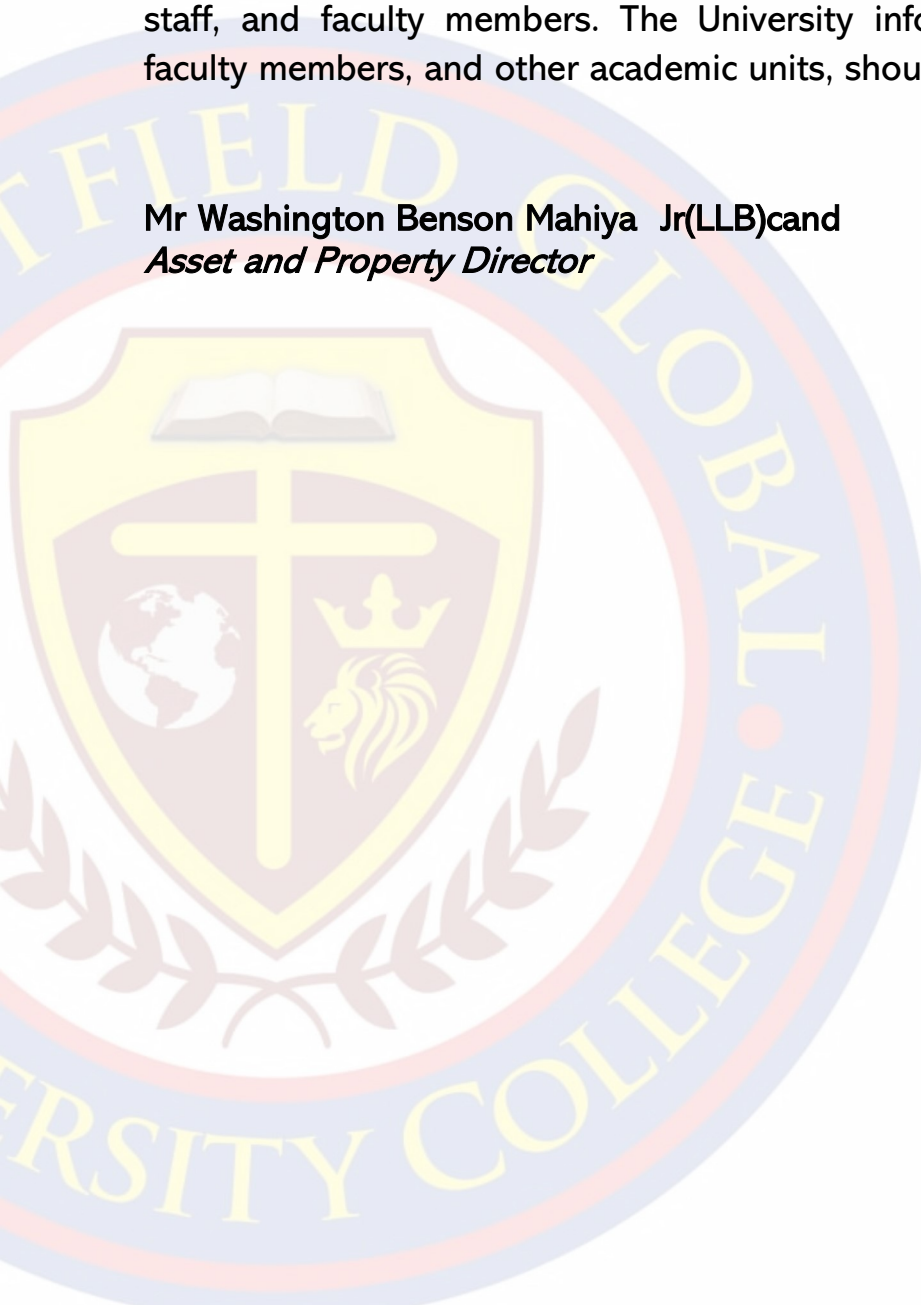


# INTRODUCTION

The design of this prospectus is to provide enough information to both current and prospective students about Christfield Global University College's academic degree programs, student services, library services, tuition & fees with a refund policy, admissions and graduation requirements.

This prospectus is valid from 2024- 2034. The University reserves the right to review and revise prospectus content at any time it is deemed necessary. Such amendments remain in line with promoting the best interests of our students, staff, and faculty members. The University informs all departments, students, faculty members, and other academic units, should these changes occur.

**Mr Washington Benson Mahiya Jr(LLB)cand**  
***Asset and Property Director***





# WASHINGTON GLOBAL RESEARCH CENTRE (WGRC)

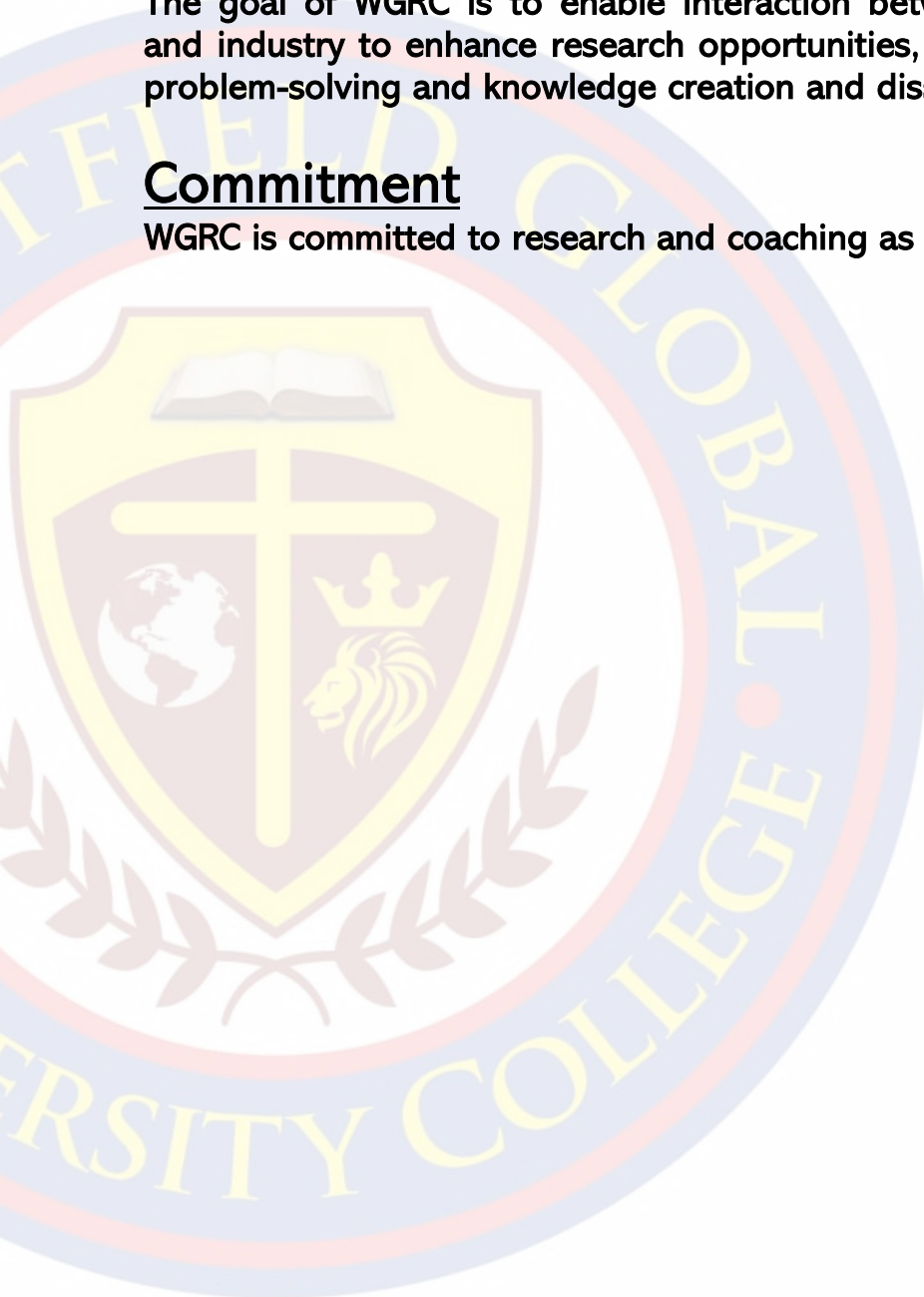
The purpose of WGRC is to advance scholarly activity primarily through collaborative research, , training, coaching, research dissemination and creative endeavours. The Washington Global Research Centre is a Coaching clinic centre.

## Process

The goal of WGRC is to enable interaction between faculty, scholars, students and industry to enhance research opportunities, academic excellence, real world problem-solving and knowledge creation and dissemination.

## Commitment

WGRC is committed to research and coaching as central part of its mission.



# MESSAGE

## Message from the Board of Trustees Executive Secretary

On behalf of our Director and CEO The Most Rev. Prof Washington Mahiya, our entire administrative staff and faculty, we extend a warm welcome during this journey to embark on an academic quest, fulfilling the desires and dreams of obtaining a Diploma, Bachelors from Christfield Global University College.

All of us at Christfield Global University College anticipate our students to achieve academic success and professional accomplishments. The University is committed to making educational goals, dreams, and aspirations a reality, and we look forward to assisting everyone in completing their educational and professional programs of study.

If at any time during studies at Christfield Global University College, there are concerns regarding the educational and professional programs or issues that could affect the ability to complete any of the academic programs, the staff in the Department of Student Affairs are here to help. The Department of Student Affairs can assist in any way possible so that there is a positive and rewarding academic and educational experience at Christfield Global University College.

The Department of Student Affairs encourages all students to contact us with any academic concerns. After contacting our experienced staff, we collaborate to assist in resolving all issues, problems, or concerns that could impede the completion of an academic program and hinder the opportunity to reach predetermined and desired academic and professional goals.

Miss Providence Makandipa Mahiya, BBA, MBA,

Board of Trustees Executive Secretary

# WHY CHRISTFIELD GLOBAL UNIVERSITY COLLEGE?

Christfield Global University College strives to be one of the most respected on campus, virtual, distance and online learning institution in the world. Our academic programs are unique, stringent and satisfying. We prepare future servants business leaders for successful careers without boundaries. Our students depart our university with a breadth of knowledge and an inspiring attitude to lead the students of tomorrow.

Our undergraduate curricula and faculty provide a whole range of opportunities for bright, dedicated, well-rounded students who earn their way onto our challenging programs. Our faculty members have an impressive mix of real-world business and teaching experiences, as well as high-powered academic credentials.

On average, these faculty members have worked as employees or business owners for years. In short, our students' avenues to academic achievement and career success are virtually boundless, and we offer a full spectrum of academic programs.

**Miss Tinogamuchira Jestinah Mahiya, BCom In Banking and Finance (Hons), MBA**



## ABOUT THE UNIVERSITY





# UNIVERSITY HISTORY

Christfield Global University College was founded by The most Rev. Prof .Washington and Tendai Mahiya. The university college is a Ministry of Faith In Christ Internatinonal Ministries,a non profit organisation.

The University is fully recognized by the Government of Zambia as an Institution of Higher Education.

Christfield Global University is a private University located in Avondale , Lusaka, Zambia. It was registered in 2023, through Company in corporation. Its primary objective is to equip the next generation that will go into world as influential servant leaders in their careers and their communities.

CG University College is a Zambian non-profit private higher institution approved by the Higher Education Ministry through its Higher Education Advisory Board to offer its Degrees, Diplomas and Certificates programs both online, virtual, Distance and on-campus learning.

The University's name, Christfield Global University College, takes root in the term 'Christos' (*The anointed one*) \* – an extraordinary power, such as the ability to work miracles, granted by the Holy Spirit. We believe that an individual coming to our University receives a remarkable power to learn and to develop one's self in cooperation with the Creator:

**Christfield Global University College has four facilities:**

- Faculty of Arts and Society
- Faculty of Business and Innovation
- Faculty of Education
- Faculty of Law

Christfield Global University College is a Zambian University with worldwide partnership and Collaborations. It is registered by the government of Zambia as an Institution of higher learning. It is a member of Zambia Library consortium and a member of E-Library Online digital Library.



# PROGRAMMES OFFERED BY CHRISTFIELD GLOBAL UNIVERSITY COLLEGE:

## Faculty of Arts and Society

- Advanced Diploma Theology and Community Development
- Advanced Diploma In Politics, Administration and International Relations
- BA. In Theology and Community Development (Hons)
- BA. In Politics, Administration and International Relations ( Hons)

## Faculty of Business and Innovation

- Global Executive Diploma in Business Administration
- Advanced Diploma in International Applied Cyber Security Management
- BSc in Global International Applied Cyber Security Management ( Hons)
- BSc in Global Business Executive Administration ( Hons)

## Faculty of Education

- Bachelors of Education in Early Childhood Development (Hons)
- Bachelors of Primary Education (Hons)

## Faculty of Law

- Postgraduate Diploma in Paralegal Studies
- Bachelor of Laws (Hons)

*"A wise man hears and increases learning, and a man of understanding attains wise counsel. – Proverbs 1:5 (NKJV)."*

**Mrs. Tendai Mahiya, BA, BEd, MEd**  
*Deputy President (Academics)*

# BOARD OF GOVERNANCE

This Statute regulates the rights and duties of Christfield Global University College administrators and committee members and lays out the procedural principles for the central organs and departments. This document arises out of the University's mission, vision, and core values. CGUC is a community of men and women who are committed to uplifting educational standards and achievements. Christfield Global University College has a history of self-management and seeks to assure every student, employee, and faculty member, of their equal opportunity in the University to fulfil his or her potential at the highest standards of excellence possible.

Considering these, the CGUC leadership, reaffirm that every member of the University has rights, and accounts for the discharge of duties that flow from CGUC mission and vision. For this Statute, the term "leaders" refer to the professionals who occupy leadership positions in CGUC, as depicted in the Organizational Chart.

The Governing body of CGUC is its Board of Directors. The Board is responsible for the leadership and control of the University, including, but is not limited to, Board appointments, Strategic Plan approvals, Budget and Funding approvals, significant expenditure approval, and annual review of the University's policies, procedures, and internal controls.

The Board has delegated responsibility for the management of the University to the President/Chief Executive Officer.

The Board is composed of persons who are interested, informed, and active in overseeing University finances and direction. It is the policy of the Board to quarterly review and adopts a clearly articulated mission statement that serves to guide CGUC mission.

This statement describes why CGUC exists and what we hope to accomplish. The Board also develops business and strategic plans describing future University activities, with details of, where, how, why, and for whom.

The Board reviews the performance achieved by University management and instigates change if necessary.

## BOARD OF TRUSTEES

The Most Rev. Professor W. Mahiya -

Mrs T. Mahiya

Miss P. Mahiya

Miss T. Mahiya

Mr Washington Mahiya Jr  
Directors

Chair, Board of Directors

- Vice-Chair, Board of Directors
- Secretary, Board of Directors
- Bursar, Board of Directors
- Property Director, Board of



# THE MISSION

*To make Educational Excellence accessible and affordable worldwide*

*At Christfield Global University,  
Student Success Is Our Goal*

# VISION STATEMENT

*Christfield Global University College will be a premier centre for local, international students and faculty to gather on campus, virtual, online, distance, share information, learn from each other, engage in useful scholarship, and improve their lives and communities.*

Faculty and students of CGUC engage in continuous learning, improving professional practice, and self-assessment in order to provide the highest form of service to the community. The graduates of this academic institution will provide proactive professional services that would promote dynamism in teamwork.

To achieve the goals and objectives of CGUC, the University is committed to providing our students with the best and most modern education. Using our innovative on-campus, virtual, distance and online modules, we hope to equip our students with the latest information and learning in their respective fields. With excellence at the heart of our goals, the University is intent on utilizing and optimizing research in the areas of business and education for the advancement of students, faculty, and stakeholders alike.

The University is also responsible for the enhancement of well-rounded, research-oriented academe; and, thus, encourages research building among its populace. Through highly experienced faculty that are in diverse fields, the University also plans to produce internationally competitive alumni. Additionally, the University aims to develop a network that spans globally to help establish its graduates anywhere in the world.





## OUR VISION

*We aim to be a Global Centre for Academic Excellence*

## OUR MOTTO

*“A Christ Centred Institution of Higher Learning”*

## GOALS AND OBJECTIVES

- To prepare graduates (Certificate through Bachelors degrees) for competent practices coupled with superior communication skills (both verbal and written);
- To develop graduates with well-rounded skill sets so that one's own practice can be evaluated;
- To present on-campus, virtual, distance and online programs those are comprehensive, easy to use, efficient and effective;
- To function within the organizational structures and, if necessary, seek and implement appropriate organizational modifications so that our graduates are recognized as outstanding business leaders and superb educators;
- To pursue courageously innovative educational programs and high value services anchored in truth, established practice and founded science;
- To promote and accelerate servant leadership as well as encourage professional development through continuing education and intensive curricular formation;
- To facilitate the development of learners towards transformation through a synergistic utilization of current researches, relevant curricular offerings and responsive extension services;
- To relentlessly generate a new breed of self-directed, competitive business and educational leaders; and
- To support one another, both faculty and students, in sustaining the shared mission.



# UNIVERSITY CORE VALUES

In the delivery of all educational opportunities, CGUC affirms the following values.

- **Diversity and Inclusion** – We embrace the diversity of individuals, ideas, beliefs, and cultures. We respect the dignity of all persons, the rights and property of others, and the right of all people to hold and express disparate beliefs.
- **Quality** – We strive to deliver education according to world-class standards. We are committed to an uncompromising standard of excellence in teaching, learning, creativity, and scholarship. We pursue excellence in all operations and strive to produce the highest quality outcomes in all endeavours.
- **Integrity** – We strive to build a community of learning and fairness marked by mutual respect. We uphold the principles of honesty, trust, equality, and accountability and ensure that these values translate into action. We believe that integrity is multi-dimensional and upheld by students, faculty members, administrators, partners, and staff.
- **Student-Centeredness** – We are student-centred in our approach to learning. We promote active learning rather than direct instruction so that learners gain professional competence with solving problems, addressing queries, formulating questions, debating ideas, and collaborating with teams.
- **Educational Access** – We believe that educational access is a fundamental human right. We seek to provide affordable higher education services and resources around the world to audiences where barriers to learning may exist.
- **Life-Long Learning** – We strive to build a community of life-long learners who share a common vision and passionate commitment to continually learn and apply new concepts and ideas both inside and outside the classroom.
- **Collaboration** – We believe that to best attain goals and objectives include when stakeholders work with a shared purpose. We model collaboration throughout our teaching and services as part of the international community. We actively seek opportunities to build partnerships and engage with external organizations.
- **Innovation** – We seek imaginative solutions to our challenges, purposed toward fulfilling our mission. We inculcate the value of innovation among our stakeholders, not only in the form of the most effective technological resources

that enhance the delivery of educational content but also with the effective use of pedagogical approaches and instructional strategies.

## ACADEMIC POLICIES

### GRADING STANDARDS

The grading system of CGUC follows a 4.0-grade point scale.

Grades P and NP do not apply to graduate programs. Undergraduate students that seeking consideration for a P or NP grading option should notify their instructors three weeks before the end of their courses. In some cases, most undergraduate courses have no P & NP grading option. Students interested in the P & NP grading option should check with their instructors in advance whether their courses have P & NP option.

#### Pass/Fail, Incomplete, and Withdrawals

While a grade designation of PASS (P) equates to a grade computed in the cumulative GPA score, the classification of FAIL (F) affects the cumulative GPA negatively.

Students who receive an (I) or incomplete grade may continue on the path of steady progress toward course completion but require more time to complete the course due to unavoidable circumstances. Incomplete grades not removed within the same grading period are recorded as an (F) if there is no attempt to finish the coursework. However, if the student requires additional time, cannot complete the (X) within the time specified by the Instructor will receive a withdrawal.

*A student can withdraw from a course at any time in the Student Support Centre with an understanding that refund and grading policies will apply. Please, check the academic calendar for the last date to withdraw with or without a "W" grade and the refund policy to calculate the amount the University will refund you. The Registrar's office will process the course withdrawal request within 48hrs of receipt of the request. A withdrawal designation [W] indicates that the student chose to withdraw from the course before the end grading period, or final examination.*

The (W) designation will not affect the GPA. Each student is responsible for withdrawing from a course(s) officially he/she wishes not to attend. In the event of a student abandons/leaves his/her class or course(s) without official

withdrawal, then a grade "F" is recorded on each of those courses such student abandoned. Students under this category will be dismissed from the University regardless of his/her GPA.

## **STANDARDS OF ACADEMIC PROGRESS**

Undergraduate students and graduate students must maintain a minimum GPA of 2.0 and 3.0, respectively, on a 4-point scale is regarded as competitive toward degree completion. Failure to maintain at least a 2.0 Cumulative GPA on undergraduate level or 3.0 cumulative GPA on graduate-level will result in Probation Status for the following grading period. If a student attains less than 2.0 GPA for undergraduate or 3.0 for graduate-level for two consecutive grading periods, the student will be suspended from regular student status or dismissed for not meeting academic proficiency status.

Christfield Global University College Believes In Empowerment through Education

## **PETITION FOR GRADES**

In the event a student does not agree with his/her grade(s), petition for grades must be filed in the Student Support Centre by such student within 30 days from the date the Instructor(s) posted the grade(s). The Dean of the applicable School, after careful discussion(s) with the appropriate Instructor (s), will either recommend to the Registrar the approval or denial of the grade(s) petition(s). The student (petitioner) receives notification in writing of the Dean's decision within 14 days of the receipt of the grade(s) petition(s).

## **COURSE REPETITIONS**

A student may repeat a course one time provided that he/she accepts the second grading of the course as final toward their GPA. Students who withdraw from a course before completion and grading period will not be subject to the course repetition limitations. However, if it appears historical that the student chooses withdrawal from a given course more than two times, the course repetition standard imposes with the next enrolment.

## **ADVANCED STANDING**

Advance standing is that status given a student who has met the minimal prerequisites for a particular course either by taking a course of similar nature



from another institution or credit by examination. Students that attain an advanced standing status receive an exemption from taking the prerequisite courses; however, they must meet the minimum credit hour requirement for graduation at the particular level of graduation they have applied

### **FAMILY EDUCATION RIGHTS PRIVACY ACT (FERPA)**

Christfield Global University College complies with the Family Educational Rights and Privacy Act (FERPA) of Zambia. FERPA is a Universal law aimed at protecting the privacy of the education records of the students. Student record privacy has become an issue, especially in academic education. However, Christfield Global University College makes sure that it protects the privacy of its students by protecting their education records. In general, we seek written permission from the parents or eligible students before we release any information from the education record of the student. The parents or eligible students have the right to review and inspect the education record, and if they request it, we will provide it. However, records disclose, without consent and following FERPA regulations and under the following conditions or to the following parties:

- School officials with legal, educational interest, accrediting organizations, other institutions to which a student is transferring
- Specified officials for evaluation or audit or purposes
- To comply with a lawfully issued subpoena or judicial order

Students who believe that the University has not adhered to the regulations can file complaints directly to the Zambia department of Higher Education.

### **RETENTION OF STUDENT RECORDS**

Christfield Global University College permanently retains each student's transcripts. Students can request their transcripts anytime by using the transcript request online form available in the University Portal. Student records are available at the University administrative office and in the University Portal accessible ONLY by the student to which the record belongs.

**Christfield Global University College is top students' choice of a University!**

*Education is priceless, that is why Christfield consistently innovates to stimulate the intellect of its students, while allowing them to have fun in their classes at the same time.*





# ACADEMIC FREEDOM POLICY

Christfield Global University College is an institution of high-quality education that aims to meet the goals to satisfy the greater good and the unencumbered quest for knowledge and its openness to examination and critical investigatory practices of the greater community. The University pursues to instruct its students in the self-governing and autonomous fashion that leverages the knowledge of individual rights to fulfil societal accountability to encourage and motivate inspirational consciousness and esteem for a cooperative environment of scholarship. Christfield Global University College assures liberty, autonomy, and sovereignty of artistic rights to faculty in the pursuit of producing a culture of student inquisitiveness and open-mindedness. Christfield Global University College faculty hold the responsibility to employ judgment in choosing appropriate themes that support knowledge attainment and education that aligns with curriculum and professional requirements and institutional academic objectives.

Christfield Global University College supports and upholds a culture in which intellectual and academic freedom, as well as self-governing knowledge. This pledge conveys to faculty, staff, and leadership in several ways, including the faculty handbooks, course syllabi, and on-boarding or orientations.

Christfield Global University College permits students, faculty, and staff to scrutinize and assess all curriculum concerning their academic area of study and curriculum, as set forth by the discipline's professional community at large. According to the Student's Rights and Responsibilities (SRR), the University permits prospects for affiliation and reservation for their academic freedom and autonomy of expression. Moreover, Christfield Global University College apex of academic freedom gears towards those who possess less experience with these principles and schools of thought, such as entry-level students, staff, or faculty.

Christfield Global University College members, including employees, faculty members, administrators, and leadership committees, all have individual freedoms that form the substance of the University. At the heart of these freedoms is academic freedom that is a hard-earned principle for Christfield Global University College, won and maintained by committed men and women amidst numerous challenges. Christfield Global University College leadership has a strong desire to safeguard these freedoms and strengthen them whenever possible.

Hence, Christfield Global University College leaders, including administrators and leadership committees, all have individual freedoms that form the substance of

the University. These Christfield Global University College leaders are citizens, individuals from a learned profession, and leaders of an academic institution. When these individuals speak or write as citizens, they have the freedom from institutional censorship or discipline, but their respective positions in the Christfield Global University College community entails special obligations. As scholars and university leaders, they are to keep in mind that the public may judge their profession and Christfield Global University College through their utterances. Thus, they should always be precise in their speech, exercise appropriate restraint, as well as be respectful toward others' opinions.



## ACADEMIC HONESTY POLICY

At Christfield Global University College, the production of quality graduates is a deliberate outcome. The University upholds academic integrity and enforces it among our student population for the sake of emphasizing the need to recognize and respect one's intellectual property.

Any form of academic dishonesty from any student constitutes a severe offense and warrants penalty. Academic dishonesty is classified as follows: Plagiarism, Cheating, Falsification of academic records, and Fabrication.

The faculty dean, co-ordinator or chairperson of the department and student discuss the first instance of academic dishonesty. The course instructor or lecturer has the right to select one of the following options as a remedy:

- Withdrawing such student from that course
- Assigning a failing grade to such student in that course
- Referring the case to the Academic Board of Studies committee

*“At Christfield Global University College Your Success Is Our Goal”*

Lecturers that choose to refer academic dishonesty cases to the Academic Board of studies review board calls for a formal hearing, which the concerned student must attend. The review board conducts structured and official interviews. The academic review board is composed of five faculty members appointed by the Faculty dean and headed by the Chair of Academic Board of Studies Review Board. The Academic Board of studies committee forwards recommendations to the faculty dean who has the final right to a decision.

The second instance of academic dishonesty warrants immediate expulsion from the University, and the student's academic permanent file receives a record of the incident. Students expelled as a result of academic dishonesty remain inadmissible in the future.

### GRIEVANCE PROCEDURES

Christfield Global University College addresses grievance appeals according to their gravity. Students send out their concerns through the Student Support Centre. To gauge the grievance or appeal's urgency and level of seriousness, it sorts according to the type of student complaint. Potential concerns could be regarding their course modules, the system of their programs, their professors, and grades. According to these problems, the Dean of Students' Affairs will



schedule a chat with the students to better address and hear the concerns they may have. The Executive Vice President of Students conducts evaluations and monitors the professors' performance activity and will have access to message-exchanges and any communication activity between professors and students.

## STUDENT'S RIGHTS

1. Right to cancel enrolment agreement/or withdraw from their programs and receive refunds (please see the refund policy)
2. Right to file a grievance petition against any faculty member or staff member
3. Right to petition for grades
4. Right to their academic records per Higher Education Ministry Rights and Private Act Law.
5. Right to download a copy of the University's catalogue, and brochure

## INSIDE THE CLASSROOM

Christfield Global University College programmes are offered on campus, virtual, online and distance under highly qualified professors. Programs materials and access to both on-campus, virtual, online and Distance classroom will be made available to each student. No part of the academic work requires students to mail their completed work to their professors. Each course lasts for 8 weeks (weeks are from Sunday through Saturday).

Assignments, examinations, group work and quizzes (graded electronically) are due by the last day of each week, which is on Saturday before 11:59 p.m. local time. Students submit assignments on the date due; extensions are only extended in critical cases, not due to workload or organizational issues.

CGUC has an academic writing centre to provide students with guidelines on how to achieve the writing level expected of their course level. Each week, students participate in a discussion board activity. Each discussion board activity consists of one or more threads/topics. Lecturers design assessment questions to allow students to apply the concepts they have learned in the chapter to real-world business scenarios or hypotheticals, but realistic situations.

Students are required to provide an answer(s) to the questions in each thread before 11:59 p.m. on Wednesday and comment on two classmates' posts by Saturday, the end of the week. Professors support the students throughout this 8-week course, complete grading and commenting on students' assignments, and discussion board participation within five days after the due dates. Students

are encouraged to check their grades with their professors' comments at that time.

Access student grades, with professors' comments. Professors are not required by the University to mail any students' graded assignments/discussion board responses to the students.

## ATTENDANCE POLICY

All courses at CGUC are delivered on-campus, virtual, online and distance. The University requires that every student login to their classrooms frequently to interact with their professors and fellow students (e.g., exchange information, upload assignments, complete exams).

Each University professor tracks its students' course progress, a factor that can significantly impact the student's final course grade. Students that are not willing to participate fully will be advised to withdraw from their classes.

The policy is to drop students from class after 21 days of inactivity. The date of the drop is after 21 days. The basis of refunds centres on the drop day at the end of the 21 days.

The policy is to drop students not graduating in the maximum time allowed for the program. The maximum for each degree is listed below.

***“At Christfield Global University College the sky is the limit!”***

Degree Level	Total Number of Credits	GPA (Acceptable for graduation)	Grad. Duration (months) (Grad time-not guaranteed. Must meet all financial obligations.)	Max. time (months) (Allowed to complete the degree program)
Diploma	60 Total Credits (includes 33 credits in general education courses)	2.0 or better	Within 12-24	48
Bachelors	120 Total	2.0 or better	within 36-48	96



degree	Credits (includes 51 credits in general education courses)			
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NOTE: Students must maintain a minimum GPA for their degree type.

### Leave of Absence

Leave of absence is granted to students on a request based on:

- a) Illness\*
- b) Maternity
- c) Bereavement/Funeral
- d) Child Care
- e) Military Services

NOTE: A leave of absence may be granted for more than 12 months if necessary.

Students seeking a leave of absence must use the online Support Centre to submit a request. Students should note that leave of absence is granted for a maximum of 12 months unless otherwise stated.

### Course Numbering System

Christfield Global University College adheres to the below course numbering system:

- Undergraduate lower-division courses: 100-299
- Undergraduate upper-division courses: 300-499

# ADMISSION RULES AND REGULATIONS

## ADMISSION REQUIREMENTS

Christfield Global University College does not discriminate against any person based on age, sex, religion, race, colour, disability, national or ethnic origin, or political affiliation in its admission policies, its employment opportunities, or other policies or practices.

All degree and non-degree seeking students must meet the following admissions requirements before getting admitted or provisionally admit into the University:

Christfield Global University College is committed to admitting qualified students in accordance with the **Higher Education Authority (HEA)** guidelines to promote academic excellence and equitable access to education.

### 1.2 Eligibility and Admission Requirements

- i. **Diploma Programs:** Applicants must have at least five (5) credits, including English and Mathematics, in their Grade 12 certificate or equivalent.
- ii. **Bachelor's Degree Programs:** Applicants must have a Grade 12 certificate with five (5) credits, including English and Mathematics, and meet program-specific requirements.
- iii. Mature-age entry and Recognition of Prior Learning (RPL) are accepted where applicable, subject to HEA standards.

### 1.3 Application Process

- i. Applicants must complete the official application form online or in person.
- ii. The application form must be accompanied by certified copies of academic certificates, ID, and proof of payment of a **non-refundable application fee**.
- iii. All applications must be submitted by the advertised deadline. Late applications may be considered only under exceptional circumstances.

### 1.4 Admission Criteria and Selection

- i. Admission is based on academic merit, performance in interviews (where applicable), and program capacity.
- ii. Special consideration may be given to applicants with disabilities or from disadvantaged backgrounds in line with the institution's inclusion policy.

### 1.5 Acceptance and Registration

- i. Successful applicants must confirm acceptance by submitting an acceptance letter and paying the required registration fee.
- ii. Registration must be completed within the stipulated timelines; failure to do so will result in loss of the admission slot.

### 1.6 Deferment and Transfer Policies



- i. **Deferment:** Admitted students may defer admission to the next intake, subject to written approval.
- ii. **Transfers:** Transfer of students from other recognized institutions is allowed, provided they meet transfer requirements and provide transcripts.

### 1.7 Fees and Refund Policy

- i. Tuition and other fees must be paid by the published deadlines.
- ii. Refunds will only be granted in accordance with the institution's refund policy.

### 1.8 Code of Conduct for Applicants

- i. Applicants are expected to provide accurate information during the admission process. Any misrepresentation will result in disqualification.

### 1.9 Data Protection and Confidentiality

The institution will handle all applicant data in accordance with relevant data protection laws and institutional policies.

### Language of Instruction

Prospective students should be aware of the fact that English is the language of instruction at this University. The University emphasizes continued improvement in speaking, writing, and reading skills throughout the student's course of study. Students from these countries have met the University's English proficiency requirements:

Antigua and Barbuda	Grenada	Philippines
Australia	Guyana	St. Christopher-Nevis
Bahamas	Hong Kong	Malta
Bangladesh	India	Micronesia
Barbados	Ireland	Namibia
Belize	Jamaica	St. Lucia
Bermuda	Kenya	St. Vincent
Botswana	Lesotho	Seychelles
British Caribbean	Liberia	Sierra Leone
British West Indies	Malawi	Solomon Islands
Brunei	Malta	South Africa
Cameroon (English-speaking part)	Mauritius	Sri Lanka
Canada except for Quebec	Micronesia	Swaziland
Cayman Islands	Namibia	Tanzania
Cook Islands	Nauru	Trinidad – Tobago
Dominica	New Zealand	Uganda
Fiji	Nigeria	United Kingdom
The Gambia	Niue	United States

Ghana	Northern Marianas	Zambia
Gibraltar	Pakistan	Zimbabwe
	Papua-New Guinea	

Students from countries not listed above may have to fulfil the University's English proficiency requirement, as stated in the enrolments/admissions section. The University does **not** provide English language services.





# HIGH SCHOOL CERTIFICATE/DIPLOMA/GED REQUIREMENTS BY COUNTRY

## Afghanistan

Baccalauria with a minimum average of 65%

## Albania

Dëftesë Pjekurie (Certificate of Maturity) with a minimum average of 6 or "shtatë."

## Argentina

Bachillerato with a minimum average of five (5) (scale of 1-10)

- *Victoria* - Certificate of Education with "B" or 70%
- *Western Australia* - Certificate of Secondary Education with "B"

## Australia

- *Australian Capital Territory* - Year 12 Certificate with minimum "B" or "High Achievement."
- *New South Wales* - Higher School Certificate
- *Northern Territory* - Senior Secondary Studies Certificate with "B" or 14
- *Queensland* - Senior Certificate with "High Achievement"
- *South Australia* - Certificate of Education with minimum "B," "High" or 14
- *Tasmania* - Certificate of Education with "H"

## Austria

Reifeprüfungsezeugnis (Maturity Examination Certificate) with a minimum of three (3) or "Befriedigend" (Satisfactory)

## Bahamas

High school transcript with a minimum average of 70%; BGCSEs with a minimum grade of "C."

## Bahrain

Shahadat itmaam al-diraasa al-thaanawiya al-aamma (Secondary School Certificate) and tawjihi exam results with a minimum average of 70% or "Very Good."

**Bangladesh**

Higher Secondary Certificate□ with a minimum Second Division or 50% (First Division or 60% in required courses)

**Barbados**

CXC with a minimum grade of□ three (3) or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

**Belarus**

Atestat ab agul' naj□ sjarednjaj adukatsyl (Certificate of Completion of General Secondary Education) with a minimum four (4) (scale of 2-5) or "Dobra" (Good)

**Belgium**

Certificat d'Enseignement□ Secondaire Superior/Getuigschrift van Hoger Secundair/Abschlußzeugnis der Oberstufe des Sekundarunterrichts (Certificate of Higher Secondary Education) with a minimum 11

**Belize**

CXC with a minimum grade of□ three (3) or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

**Benin**

Baccalauréat with a minimum□ 10 (scale of 1-20)

**Bermuda**

IB Diploma - a minimum□ overall score of 15; Zambian Curriculum - a minimum "C."

**Bolivia**

Bachiller en Humanidades□ (Bachelor in the Humanities) with a minimum grade of "5" (scale of 1-7) or "Bueno" (Good)

**Botswana**

Cambridge Overseas School□ Certificate with grades of five (5) or better

**Brazil**

Certificado de Conclusão de□ Segundo Grau (Secondary Education Conclusion Certificate) with a minimum grade of five (5) (scale of 0-10)

**Brunei Darussalam**

At least two GCE A levels□ with grades of "C" or better, or Matriculation Examination results

**Bulgaria**

Diploma za Sredno□ Obrazovanie (Diploma of Secondary Education) with a minimum grade of three (3) (scale of 2-6)

**Burkina Faso**

Diplôme de Bachelier de□ l'Enseignement du Second Degré (Diploma of Bachelor of Secondary Education) with a minimum 14 (scale of 0-20)

**Burundi**

Diplôme des Humanités□ Complètes with min 70% or "grande distinction" required

**Cameroon**

Secondary Anglophone - at least two GCE A Levels with a minimum□ grade of "C."

Secondary Francophone -□ Baccalauréat de l'Enseignement Secondaire (Baccalaureate of Secondary Education) with a minimum average of 10 (scale of 0 – 20)

**Canada**

High School Diploma or GED.□ SAT or ACT is acceptable to substitute a GED. However, completion of high school is a condition for acceptance of either SAT or ACT.

**Central Africa Republic**

Diplôme de Bachelier de□ l'Enseignement du Second Degré (Diploma of Secondary School Bachelor) with a minimum 10 (scale of 0 – 20)

**Chad**

Baccalauréat (Baccalaureate)□ with a minimum 10 (scale of 0 – 20)

**Chile**

Licencia de Educación Media□ (License of Middle Education) with a minimum five (5) required (scale of 0 – 7)

**China**

Senior/Upper Middle School□ Graduation Certificate with a minimum average of 70%

**Columbia**



Bachiller (Bachelor) a minimum average of 5 required (scale of 0 – 10)

### Congo

Baccalauréat (Baccalaureate) with a minimum 14 (scale of 0 – 20)

### Costa Rica

Diploma de conclusión de Estudios de educación diversificada (Certificate of the conclusion of diversified education studies) or Bachillerato (Bachelor) with 70/100, 7/10

### Cote d'Ivoire

Baccalauréat (Baccalaureate) / Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Bachelor of Secondary Education) with 10 (scale of 0 - 20)

### Croatia

Secondary School Leaving Diploma with a minimum 3/5 or "Dobar" ("Good")

### Cuba

Bachiller/Bachillerato (Bachelor/Baccalaureate) or Diploma de Graduado Pre-Universitario (Pre-University Graduate Diploma) with a minimum 70%

### Cyprus- South (Greek-Cypriot)

Apolyterion (Certificate of Completion – Upper Secondary School) with a minimum 11/20

### Cyprus- North (Turkish-Cypriot)

Lise Diploması (Secondary School Diploma) with a minimum 7/10

### Czech Republic

Vysvědčení o Maturitní Zkoušce (Certificate or Maturity Examination) with a minimum 2/5 or "Chvalitebný" (Very Good)

### Denmark

Studentereksamen (Student Examination); Højere Forberedelseseksamen or "HK" (Higher Preparatory Examination); Højere handelseksamen or "HHK" (Higher Commercial Examination); or Højere teknisk eksamen or "HTX" (Higher Technical Examination) with a minimum 6.5/13

### Dominican Republic

Bachillerato en Ciencias y Letras (Bachelor in Sciences and Letters)



### **Ecuador**

Bachillerato (Baccalaureate) with a minimum 6/10

### **Egypt**

Thaanawiya (Certificate of Completion of General Secondary Education) with a minimum 70%

### **El Salvador**

Bachiller (Bachelor) with a minimum 5/10

### **Eritrea**

School Leaving Certificate with a minimum grade of 70%

### **Estonia**

Secondary School Certificate with a minimum 3/5

### **Ethiopia**

Ethiopian School Leaving Certificate Examination (ESLCE) with a minimum B or 70%

### **Fiji**

Form 7 Examination with a minimum of 70%

### **Finland**

Ylioppilastutkintotodistus / Studentexamensbetyg (Matriculation Examination Certificate) with a minimum 7/10

### **France**

Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education); Diplôme de Bachelier de Technicien (Diploma of Baccalaureate of Technician), depending on course complement; or Baccalauréat Professionel (Vocational Baccalaureate), depending upon course complement, with a minimum grade of 10/20

### **Gabon**

Baccalauréat (Baccalaureate) or Baccalauréat Technique (Technical Baccalaureate), depending on course complement, with a minimum grade of 10/20

### **Gambia**

WAEC Senior Secondary results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of C5 or better.

**Georgia**

Sashualo ganatlebis atestati□ (Certificate of Completion) with a minimum grade of 3/5

**Germany**

Zeugnis der Allgemeinen□ Hochschulreife (Certificate of General University Maturity) / Abitur examination with grades of 3 or lower (scale of 6-1) on Certificate and eight (8) or better (scale of 0-15) on Abitur

**Ghana**

WAEC Senior Secondary□ results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of C5 or better.

**Greece**

Apolyterio (Certificate of□ Completion – upper secondary school) with a minimum grade of 10/20

**Grenada**

CXC's with a minimum grade□ of three (3) (scale of 1-6)

**Guatemala**

Bachiller en Ciencias y□ Letras (Bachelor in Science and Letters) with a minimum 70%

**Guyana**

CXC's with a minimum grade□ of three (3) (scale of 1-6)

**Haiti**

Baccalauréat (Baccalaureate)□ or Diplôme d'Enseignement Secondaire (Diploma of Secondary Instruction) with a minimum 70%

**Honduras**

Bachiller en Ciencias y□ Letras (Bachelor in Sciences and Letters) or Bachillerato (Baccalaureate) with a minimum 70%

**Hong Kong**

At least two A levels with□ grades of C or better

**Hungary**

Gimnaziumi Erettsegi□ Bizonyitvány (Secondary School Maturity Certificate) with a minimum grade of 3/5

**Iceland**

Studentsprof (Matriculation□ Examination) with a minimum 5/10

**India**

Higher Secondary Certificate□ with min Second Class or Division ranking and a minimum 50%

**Indonesia**

Surat Tanda Tamat Belajar□ Sekolah Menengah Unum (Certificate of Completion of Upper Secondary School) with a minimum grade of 5/10

**Iran**

Pre-University Year with a□ minimum grade of 10/20

**Iraq**

Baccalaureate with a minimum□ grade of 70%

**Ireland**

Leaving Certificate with at□ least two higher-level grades of C or better

**Israel**

Teudat Bagrut with 7/10 or□ 70%

**Italy**

Diploma dell' Esame di Stato□ conclusivo dei Corsi di Istruzione Secondaria Superiore with a minimum grade of 7/10

**Jamaica**

CXC with a minimum grade of□ 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

**Japan**

Kotogakko Sotsugyo Shosho□ (Diploma of Graduation) with a minimum grade of three (3) (scale of 1-5)

**Jordan**

Tawjihi (General Secondary□ Education Certificate) with a minimum of 60%

**Kazakhstan**

Atestat o Srednem□ Obrazovanii or Diplom o Srednem Spetsialnom Obrazovanii (Certificate of Complete Secondary Education) with a minimum grade of 3/5

**Kenya**

A minimum "B" average on Kenya Certificate of Secondary Education (KCSE) exams

### **Korea (South)**

Immungye Kodung Hakkyo Choeupchang (Academic Upper Secondary School Certificate) with "C" average or 70%

### **Kuwait**

Shahadat Al-Thanawiya-Al-A'ama (Secondary School Leaving Certificate) with a minimum of 60%

### **Latvia**

Atestāts par vispārējo vidējo izglītību (Certificate of General Secondary Education) with a minimum 6/10

### **Lebanon**

Baccalauréat II with a minimum grade of 10/20

### **Lesotho**

Five courses including with a minimum grade of 4.5 (scale of 9 – 1) Liberia

WAEC Senior Secondary results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of credits or better.

### **Liechtenstein**

Matura (Maturity Certificate)

### **Lithuania**

Maturity Certificate

Luxembourg: Diplôme de Maturité or Diplôme de Fin d'Études Secondaire

### **Macedonia**

Svidetelstvo za Zavreno Sredno Obrazovanie (Certificate of Completion or Secondary Education) with a minimum 60% or 6/10

### **Madagascar**

Baccalauréat de l'Enseignement du Second Degré with a minimum 10/20

### **Malawi**

Malawi Certificate of Education with at least five grades of 4.5 or better (scale of 9 – 1)



### Malaysia

Sijil Tinggi Persekolahan Malaysia (STPM) with 60%

### Mali

Baccalauréat Malien with a minimum of 10/20

### Malta

Matriculation Certificate or at least two (2) A levels at grade "C" or better

### Mauritania

Baccalauréat de l'Enseignement du Second Degré with a minimum of 10/20

### Mauritius

GCE with at least two A levels at grade C or better or French Baccalauréat with a minimum 10/20

### Mexico

Bachillerato

### Moldova

Diploma de Bacalaureat (Diploma of Baccalaureate) or Atestat de Studii Medii (Certificate of Secondary Studies) with a minimum 5/10

### Mongolia

Certificate of Complete Secondary Education with excellent grades or one year of study from a recognized university

### Montserrat

CXC grades of 3 or better or at least two GCE A levels with grades of "C" or better

### Morocco

Baccalauréat de l'Enseignement Secondaire with a minimum 10/20

### Mozambique

Certificado de Habilitação Literarias (Secondary School Leaving Certificate) with a minimum 10/20

### Myanmar

One year of study from a recognized university with a minimum 60%

### Namibia

GCE results with at least two A levels at grades of "C" or better or one year of study beyond GCSEs



**Nepal**

Proficiency Certificate with  $\geq$  60%

**Netherlands**

HAVO Diploma (Hoger Algemeen  $\geq$  Voortgezet Onderwijs) with a minimum 5/10

**New Zealand**

National Certificate of  $\geq$  Educational Achievement (NCEA) Level III

**Niger**

Diplôme de Bachelier de  $\geq$  l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education) with 10/20

**Nigeria**

WAEC Senior Secondary  $\geq$  results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of credits or better.

**Norway**

Vitnemål fra den  $\geq$  videregående skolen (Certificate from Upper Secondary School) with a minimum grade of 3/6

**Oman**

Thanawiya amma (Secondary  $\geq$  School Leaving Certificate) with 70%

**Pakistan**

Higher Secondary Certificate  $\geq$  or Intermediate Certificate with 50% or Second Division standing (60% in required courses)

**Panama**

Bachiller (Bachelor) with a  $\geq$  minimum 3/5

**Papua New Guinea**

Higher School Certificate  $\geq$  with 60%

**Paraguay**

Bachiller (Bachelor) with a  $\geq$  minimum 3/5

**Peru**

Bachiller (Bachelor) with a  $\geq$  minimum 10/20

**Philippines**

A minimum one year of study□ from a recognized university or High School Diploma

### **Poland**

Świadectwo Dojrzałości□ (Maturity Certificate) with 3/6

### **Portugal**

Certificado de Fim de□ Estudos Secundárias (Certificate of Completion of Secondary Studies) with 10/20

### **Qatar**

Thanawiya aam Qatari (Qatari□ General Secondary Education Certificate) with 60%

### **Romania**

Diplomă de Bacalaureat□ (Baccalaureate Diploma) with 5/10

### **Russian Federation**

Attestat o Srednem□ Obrazovanii (Certificate of Secondary Education) with 3/5

### **Rwanda**

Certificat des Humanities□ Générales

### **St. Kitts and Nevis**

CXC with a minimum grade of□ 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

### **St. Lucia**

CXC with a minimum grade of□ 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

### **St. Martin/St. Maarten**

Diplôme de Bachelier de□ l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education) with a minimum 10/20

### **St. Pierre and Miquelon**

Diplôme de Bachelier de□ l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education) with a minimum 10/20

### **St. Vincent and The Grenadines**

CXC with a minimum grade of□ three (3) or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

**Saudi Arabia**

Tawjihiyah (General Secondary Education Certificate) with a minimum of 70%

**Scotland**

Scottish Certificate of Education at the Higher Level, or at least two GCE A levels with grades of "C" or better

**Senegal**

Baccalauréat or Diplôme de Bachelier de l'Enseignement du Second Degré (Diploma of Baccalaureate of Secondary Education) with 14/20

**Serbia and Montenegro**

Diploma o Završenoj Srednjoj Školi (Diploma of Completion of Secondary School)

**Seychelles**

At least two GCE A levels with grades of "C" or better or one year of study beyond O levels

**Sierra Leone**

WAEC Senior Secondary results, or GCE O level, or GCSE of SAEB, or NECO with at least five grades of C5 or better.

**Singapore**

Sijil am Pelajaran Singapore-Cambridge (Singapore-Cambridge General Certificate of Education) with Ordinary and Advanced level grades of C5 or better

**Slovakia**

Vysvedčenie o Maturitnej Skúške (Maturity Certificate) with a minimum grade of two (2) (scale of 5-1)

**Slovenia**

Maturiteno spričevalo (Maturity Examinations Certificate) with a minimum 3/5

**Solomon Islands**

At least two GCE A levels at grade "C" or better

**Somalia**

At least two GCE A levels at grade "C" or better

**South Africa**

Senior Certificate with Matriculation Endorsement with a minimum 70% or "B" average



**Sudan**

Cambridge Overseas School□ Certificate or GCE A levels with at least two grades at "C" or better

**Suriname**

CXC with a minimum grade of□ 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)

**Swaziland**

Cambridge Overseas School□ Certificate or GCE A levels with at least two grades of "C/5" or better

**Sweden**

Slutbetyg Från Gymnasieskola□ (Upper Secondary School Leaving Certificate) with Väl Godkänd/VG (Pass with Distinction)

**Switzerland**

Maturitätszeugnis,□ Certificat de Maturite, or Attestato di Maturita (Maturity Certificate)

**Syria**

Baccalauréat or Al Shahada□ Al Thanawiya (Secondary School Leaving Certificate)

**Taiwan**

Senior High School Leaving Certificate and A minimum 70% (B)□ average

**Tajikistan**

Attestat o Srednem□ Obrazovanii (Certificate of Secondary Education) with a minimum 3/5

**Tanzania**

National Tanzanian□ Examination results at Advanced Level or GCE A level results with at least two grades of "C" or better

**Thailand**

Matayom VI with a minimum□ average of 2/4

**Togo**

Baccalauréat (Baccalaureate)□ with a minimum average of 10/20

**Trinidad and Tobago**

CXC with a minimum grade of□ 3 or at least two GCE A levels with grades of "C" or better (or one year of study beyond O levels)



**Tunisia**

Baccalauréat (Baccalaureate) with a minimum average of 10/20

**Turkey**

Devlet Lise Diploması (State Secondary School Diploma) or Lise Bitirme Diploması (Secondary School Completion Diploma) with a minimum 3/5

**Turkmenistan**

Attestat o Srednem Obrazovanii (Certificate of Secondary Education) with a minimum 3/5

CXC grades of 3 or better or at least two GCE A levels with grades of "C" or better

Uganda Advanced Certificate of Education, Cambridge Overseas Higher School Certificate or East African Advanced Certificate of Education with grades of "C" or better

**Ukraine**

Attestat pro povnu zagal' nu seredno osbitu (Certificate of Completed Secondary Education) with a minimum 3/5

**United Arab Emirates**

Thanawiya (Secondary School Leaving Certificate) with a minimum of 70%

**United Kingdom (England, Wales and Northern Ireland)**

GCE Advanced level with at least two grades of C or better

**United States of America**

High School Diploma or GED. SAT or ACT may substitute a GED. However, completion of high school is a condition for the acceptance of either SAT or ACT.

**Uruguay**

Bachiller or Bachillerato with a minimum 6/12

**Uzbekistan**

Attestat o Srednem Obrazovanii (Certificate of Secondary Education) with 3/5

**Venezuela**

Bachiller with a minimum average of 10/20

**Vietnam**

Bang Tôt Nghiệp Phổ Thông or □ Bang TuTai Hai (Baccalaureat II) with a minimum average of 5/10

### Yemen

Thanawiya (General Secondary □ School Certificate) with a minimum average of 70%

### Zambia

Zambian School Certificate □ with at least five grades of "5" or better (including that for "English Language")

### Zimbabwe

General Certificate of □ Education (GCE) with at least two A levels at grade "C" or better



## PROVISIONAL ADMISSIONS

Christfield provisionally admits and registers students that have not met all of the admissions requirements, provided they deliver copies of unofficial transcripts in advance. The maximum time allowed for students on provisional admissions status to provide their official transcripts is eight (8) weeks. Students under this provisional admission status that have failed to submit official transcripts after the maximum allowable time are not eligible to continue attending classes until adherence to all admissions requirements. Christfield does not permit students admitted under provisional status to register for more than 12 credits total for courses in undergraduate programs or 6-8 credits total for courses in graduate programs.

### RE-ADMISSIONS

Students on academic suspension, or who have withdrawn from the University for six (6) months or more must submit a petition for re-admission. File a re-admissions application or petition for an evaluation fee of \$25.00. The petition requires the applicant to justify their decision to return to the University and the benefits of higher education.

### NON-DEGREE SEEKING STUDENTS

Christfield Global University College welcomes students that wish to take single courses to fulfil their academic degree programs with other Universities/Colleges or meet employment requirements. Students under this category classify as non-degree seeking students. Admission as a non-degree seeking does guarantee credit-bearing or degree-seeking admissions into the University academic programs. Non-degree seeking students interested in changing their status to degree-seeking follow the standard University admissions procedures. Transfer credits apply when only apply to the requirements when relating to a student's currently enrolled program.

### COURSE REGISTRATION

The Registrar's office registers students that are in academic and financial good standing with the University. Academic good standing is maintaining a minimum GPA of 2.0 for the undergraduate degree programs and 3.0 for graduate degree programs at every quarter. Financial good standing defines students that (i) are in full compliance with payment arrangements entered into with the University; and, (ii) have fully paid their tuition fees.



NOTE: Students on academic probation are also eligible to take classes.

## COURSE LOAD

Undergraduate and Master's degree-seeking students should not register for more than two (2) courses per session (6 credits) until they receive approval from the School Dean. Doctorate-seeking students should not register for more than one (1) course per session (3-4 credits) unless approved by the School Dean. Each session lasts for eight (8) weeks, and the University expects that students enrol in every session for at least one (1) course to maintain their academic status and avoid administrative withdrawal from the program. The school Dean grants exceptions for students on a leave of absence.

## GRADUATION REQUIREMENTS

Degree Level	Total Number of Credits	GPA (Acceptable for graduation)	Grad. Duration (months) (Grad time-not guaranteed. Must meet all financial obligations.)	Max. time (months) (Allowed to complete the degree program)
Diploma	60 Total Credits (includes 33 credits in general education courses)	2.0 or better	Within 12-24	48
Bachelors degree	120 Total Credits (includes 51 credits in general education courses)	2.0 or better	within 36-48	96

## DEGREE PROGRAM EXTENSION POLICY

Students wishing to be granted an extension on their degree completion time may do so in the Student Support Centre. The Faculty Dean has the highest

authority to either approve or deny such an extension. Students also receive approvals if they were on military leave; have had medical reasons, or family issues. Extensions are granted for a maximum of 12 months unless otherwise noted.

## DEGREE CONFERRAL DATES

Christfield Global University College degree conferral dates are at the end of each year.

## Residency Requirements

While there is no physical residency at Christfield Global University College required for the degree programs, there is a minimum number of credits required under the direction of the University — 30 credits for the Bachelors; 27 credits for the Master's degree (where the Master degrees requires 36 credits); and 51 credits for the Doctorate (where the doctoral degree requires 63 credits). The minimum number of credits for degrees requiring a different number of credits for completion will be adjusted appropriately. The minimum number of credits indicated for each degree is related to the Transfer Credit Policy. Christfield Global University College considers each course completed as completed in-residence.

## Transcript Request Policy

Students who wish to make requests for official transcripts may do so in the Student Support Centre located on CGUC's main webpage. The University processes the first request for an official transcript at no charge. Subsequent requests attract a fee of \$15 per request. Transcripts and course registrations receive a "hold" status for students that have not satisfied their financial obligations with the University

## TUITION & FEES

***Application fee for admission	.....\$50.00
**Re-admission evaluation fee	.....\$30.00
**Transfer Credit Evaluation Fee	.....\$30.00
**Program Change Processing	..... \$20.00
Library fee per semester	.....\$30. 00
*Graduation Application fee	.....\$50.00
Transcript processing Fee	.....\$10.00
Diploma Fee Per Semester	..... \$450. 00
Undergraduate Fee per Semester	.....\$500.00
Technology Fee per Course	.....\$30.00
Return check charge	.....\$20.00

▣ ***Non-refundable***

▣ ***Non-refundable – credited towards the student's first session tuition fee***

Per session = 8 weeks of academic course work

All fees paid using USD or Equivalent

### Refund Policy

The effective date of official withdrawal from the university is the last day of recorded attendance. Students notify the registrar in writing before or upon the date of complete withdrawal. The University retains a fixed registration fee equal



to 20% of the tuition but not to exceed \$200 for students that cancel the enrolment agreement after seven business days (excluding Saturday and Sunday). Refunds are to be made only on tuition as follows:

During the first week	80% Refund is issued
During the second week	60% Refund is issued
During the third week	50% Refund is issued
During the fourth week	40% Refund is issued
During the fifth week	10% Refund is issued
After the fifth week	0% Refund is issued

The student has the right to cancel the enrolment agreement and obtain a refund of charges paid through attendance at the first session, or the seventh day after enrolment, whichever is later. Students may cancel the enrolment agreement by submitting written notice of such cancellation to the University at its address shown on the contract. Notices shall be received by the University not later than midnight of the seventh business day (excluding Sundays and holidays) following the signing of the enrolment agreement. It is acceptable to deliver personally or otherwise the written note within that timeframe. In the event of a dispute over timely notice, the burden to prove service rests on the sender.

## Resources

### Student Services

Christfield Global University College offers various student services. These services are all designed to provide the support that students may need to have the best chance for success.

### Orientation Program

Christfield Global University College offers an orientation program wherein new students receive a tutorial about the different processes and procedures of the University. The Christfield Global University College website offers a means by which to reach out to administrative contacts, with which each has an open-door policy.



## Testing

The purpose of testing is to provide students an overall assessment regarding their personalities and chosen careers so that they may gain greater insight about their potential and the characteristics that are essential for professionals in an international environment.

## Information Services

Efficient information services ensure the students of their options and the methodology for the right choices in their professional and personal lives.

## Personal Counselling

Personal Counselling Therapy is available for students to guide them towards maximum self-realization and development as they become fully integrated and mature societal contributors

### Follow-up Services

Follow-up services are also available, as the University's services do not cease with just an orientation and one-time counselling.

## Academic Advising

Academic advising and career development services assist students by guiding students while enrolled at the University. Academic advisors can help in several ways.

1. Acts as a humanizing agent whose interaction with students occur outside the classroom, and in an informal setting, so the student feels comfortable seeking the advisor out
2. Functions as a counsellor or mentor to help guide students through academic policy and procedure, offers advice and listens, and refers to support when needed
3. Works as an educator or instructor to teach students strategies for success and helps them understand the curriculum, the purpose of their academic program, and encourages problem-solving critical thinking, and decision-making

There are also unique options for students with disabilities.

## Research and Evaluation

Research and evaluation are continuous to ensure the effectiveness of student services that are offered by Christfield Global University.

## JESTINAH LIBRARY SERVICES

The Christfield Global University College Library concentrates on fostering an information-literate CGUC community. We support the educational goals and research needs of CGUC's faculty and staff by providing access to resources, instruction, and services necessary for academic success. The Library teaches skills for finding, analyzing, and using the information to build a community of lifelong learners. For our library, we provide students with secure access journals through the LIRN (library and information resources network) and open access through the DOAJ (Directory of Open Access Journals). We now have a partnership with Wiley and Sons to provide us with e-textbooks for our courses, and we are working on numerous other partnerships with academic publishers to ensure that our students have the resources they need.

### Secure Access Journals (LIRN)

The Library and Information Resources Network is a consortium of educational institutions that have joined to share access to information resources. The LIRN collection provides students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies from ProQuest, Gale Cengage, EBSCO, eLibrary, Books 24x7, and more, covering topics for General Education, Business, and Medical programs.

CGUC's membership with LIRN provides access to its authentication gateway (a portal to subscription resources for students, provides a list of available resources, along with a description of the resource). Additionally, the LIRN platform allows the production of COUNTER-compliant library resource usage reports (are usage reports that are formatted as defined in the COUNTER Code of Practice and use defined ways to count usage) and technical support.

COUNTER is known as the Code of Practice that ensures vendors/publishers provide usage data that is consistent, credible, and comparable to the library. So, it provides the standard that enables the knowledge community to count the use of electronic resources. With this information, the library experts can compare statistics from different vendors to make better-informed purchasing decisions and further cater to the needs of our students.

With LIRN, Christfield Global University College has access to LIRN Search, a search engine that students can use to query all LIRN databases, a specific subject area, or resource with a single search. The University's Library website houses this search engine; therefore, students need only to use the link to access the databases.

Christfield Global University College also provides LIRN training through a series of seminars and webinars held throughout the year, which has been very helpful for us in keeping updated and relevant. Students can contact the Director of Library at [library@christfieldglobaluniversity.ac.zw](mailto:library@christfieldglobaluniversity.ac.zw) with any additional questions or more significant guidance. The library's website contains all of this information.

### Technical Support Services

Christfield Global University College students, staff, and faculty members should use the Support Centre to report any technical problems with the login credentials to the classes, library, writing centre, and e-mail address.

### WRITING CENTRE

Christfield Global University College aims to equip its students with superior written and oral communication skills. Hence, the university has a Writing Centre that will assist students in cultivating quintessential writing skills, at no additional cost. Christfield Global University's Writing Centre (WC) is a writing lab available online 24 hours a day, seven days a week, to university students. Outstanding writing skills are indispensable to students who strive for professional and scholastic success, and the WC can help students write in a manner that is comprehensible, concise, structured, cohesive, and articulate. Through the WC, our students have the tools that they need to be more effective communicators, which establish a marked advantage embarking upon entry into the chosen professional work environment.

### WC Service

- **Paper Review**

Most of the University's course requisites entail considerable writing on various research papers like essays, critiques, case studies, term papers, theses, and dissertations. The AWC offers review services handled by a staff of competent and experienced professionals, who have had extensive training in guiding students in their writing assignments. Students may upload their papers at the appropriate section provided in the university's students' portal, and within 24 to 48 hours, they will receive feedback on



their paper(s) regarding grammar and usage, citation, format structures, and general sentence construction. The completed and reviewed paper contains comments, written in a different color so that the suggested changes are easily detected. Students are free to submit multiple papers if needed.

- **Plagiarism Check**

Christfield Global University College has a stringent policy against plagiarism of any kind and cautions students to submit only plagiarism-free papers. If in doubt, the students may upload their papers at the appropriate section provided in the university's writing centre for plagiarism check using special software. Within a few seconds of uploading, the students may expect results on the plagiarism check done on their papers. Students are encouraged to take advantage of the WC plagiarism check before submitting their papers to Professors. Plagiarism check promotes originality in student's written works and enhances their research skills. If the plagiarism check conducted by the WC is positive, the paper will be free from any plagiarism. Multiple submissions are allowed.

- **Tutorials**

The WC has a comprehensive section on writing tutorials and guidelines, which students may access 24 hours a day, seven days a week. The links in the WC Tutorials section provides thorough information and guidelines on basic grammar principles, getting started on writing an assignment, formatting styles, and guidelines for writing various essays, theses, and dissertations.

Students can contact the Director for the academic writing centre for additional support. The writing centre's website also contains all of this information.

## **Study Suggestions**

On campus and distance learning provides different learning experiences for students. Moreover, distance poses many challenges: there is little or no face to face contact with instructors; there might be a lack of social communication with classmates except for some occasional chat room and discussion board conversations, and there is limited opportunity for oral communication. Given these considerations, a student at Christfield Global University College can still succeed in learning and completing an online course with the exercise of proper discipline, good study habits, and efficient time management.



The following study suggestions will further help students in completing each online course successfully and will also improve and increase their ability to learn:

- (1) Learn to manage time more efficiently. Create a study schedule by keeping a calendar. Take note of requirements to be submitted and the due dates not to miss deadlines.
- (2) Participate in chat room discussions related to online courses' topics. Since there is not much social interaction in distance learning, chat room discussions allow a learning community at hand.
- (3) Join an online collaborative project dealing with matters of interest to provide an environment for sharing viewpoints and knowledge with student learners similarly situated.
- (4) Select a study location that will be conducive to learning. Organize a study spot by arranging necessary tools systematically (e.g., laptop, computer, notes).
- (5) In reviewing materials, make use of study techniques and methods such as mnemonics and making associations. These techniques are beneficial, especially when memorizing information.
- (6) Realize the internal personal style of studying. Know which technique or method makes it easier to study a lesson.

# UNIVERSITY POLICY

## Disability Policy

Christfield Global University College is committed to providing an education that does not discriminate based on the disabilities of faculty, staff, students, or other stakeholders. The University's disability policy has a direct impact on the usage of media, technologies, and materials for online learning courses, especially concerning our hard-of-hearing and deaf students. All online course media and materials with an audio component are either transcribed or captioned before we assign them (usually before the classes start) to provide reasonable accommodation for hard-of-hearing and deaf students. Since instructors may not know whether they have a hard-of-hearing or deaf students enrolled in their class until the end of the Drop/Add period, they are required to choose and develop accessible materials when they design their courses. Reasonable accommodations for students with hearing disabilities currently do not exist when instructors use synchronous audio communication technologies within a course. For example, the University does not use online learning telephone conferencing systems when students with hearing disabilities register in a course, even when student participation is not necessary or anticipated.

## Affirmative Action Policy

Christfield Global University College recognizes the need for Affirmative Action. It pledges its commitment to take on positive actions to address the effects of past practices or barriers to equal educational opportunity and to achieve the fair and full participation of people with disabilities, women, minorities, and older persons. The University also further states that it will conform to the anti-discrimination provisions of the Federal regulations and laws.

Christfield Global University College recognizes the education difficulties experienced by minorities, people with disabilities, many older persons, and where appropriate, CGUC set program goals to overcome the present effects of past discrimination to achieve the full and fair teaching and learning of such persons. In order to implement affirmative action policies, our staff has prepared an Affirmative Action Plan that includes programs aimed at eliminating discrimination and promoting fairness. The Affirmative Action Plan incorporates specific objectives, goals, actions, timetables, as well as a complaint procedure.



## Sexual Harassment and Gender Discrimination

Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment. Christfield Global University College has zero-tolerance for sexual harassment from any staff, faculty members, and students. The university will follow proper protocol, including appropriate notification, if it is reasonable to cause to believe that sexual harassment has occurred.

## Ethical Computer Use

Christfield Global University College upholds our standard procedure regarding the ethical use of computers. Everyone within the community who uses the University communications and computing facilities is responsible for using them in a professional, legal, and ethical manner, meaning that every user agrees to the following conditions: Users must respect the integrity of the systems and must recognize that some data are confidential. They must also respect the rules and regulations that govern the use of equipment and facilities, and they must not obtain unauthorized access to the accounts and files of others. Users must also respect the intended use of all accounts, and they must follow the guidelines for and familiarize themselves with appropriate usage for the systems they access.

## Copyright Policy and Procedures

Christfield Global University College has a strict policy regarding copyrights and patents. Any student who engages in a research project that involves significant use of facilities, equipment, funds, or materials of the University, or one that is subject to terms and conditions of a sponsored project or other contracts between the University and another party, shall assign this project as well as all its patents and applications to the University unless the project releases to the researcher per the patent policy provisions.

When a student completes a research project that does not involve significant use of facilities, equipment, funds, or materials of Christfield Global University, and one that is not under the terms of a sponsored research project or other contracts between the University and another party, the University will waive its rights. The research project will be the exclusive property of the student, the terms of financial aid received, such as scholarships, external sponsorship, fellowships, or any other financial aid provided, do not change his or her rights



in the project, whether or not the University administers the project. The Provost or his designee is the one responsible for administering intellectual property matters that are related to patents, inventions, trademarks, publications, and copyrights. The Provost shall represent the University in any matter regarding intellectual property that may substantially affect the institution's relationships with the public, government, and industry. It is the responsibility of the University Chancellor to advise and make recommendations to the Provost relating to intellectual property matters that arise from the activities of students conducting research. The rights determination between faculty/student researchers and the University, as well as the disposition of patent rights, is determined on a case-by-case basis.





# STUDENT REGULATIONS AND CODE OF CONDUCT

## *Section I: Scope*

This policy applies to all students at Christfield Global University.

## *Section II: Guiding Principles*

The University, in all its programs, is committed to:

- (1) Providing a learning experience that meets the needs of the students by the provision of some technical assistance as well as library and information services online,
- (2) Recognize the importance of critical thinking, exchange of ideas and open inquiry; thus different venues for online students' providing interaction, and
- (3) Continuous pursuit of high academic standards and quality education.

## *Section III: Academic and Ethical Conduct*

All students enrolled in a university program will observe and conform to the University's requirements concerning academic matters and ethics and behaviour in dealing with online instructors as well as personal conduct with other students in chat room discussions. Given these considerations, students:

- (1) Should observe respect and proper behaviour towards his/her online instructor during lectures and fellow students during chat room and online board discussions, and
- (2) Use all resources and materials provided by the University for academic purposes. Using these resources and materials for any other purpose without the permission of the University shall be punishable by disqualification from the program.

(3) Observe scholastic honesty in all academic submissions. Plagiarism is strictly prohibited and could result in student disqualification from the program.

### ***Section IV: Implementation***

The above policies shall be implemented and made available to all Christfield Global University College students.

## **2. Examination Rules, Regulations, and Procedures**

### **2.1 General Examination Guidelines**

- i. All students must adhere to the published academic calendar and examination schedules.
- ii. Attendance at lectures, practical sessions, and assignments is mandatory for examination eligibility.

### **2.2 Examination Registration**

- i. Students must register for examinations during the specified registration period.
- ii. Examination registration will only be allowed for students who have paid the required fees and met coursework requirements.

### **2.3 Examination Procedures**

- i. Students must present a valid student ID card and examination permit to enter the examination room.
- ii. Students are required to be seated 15 minutes before the examination starts. Latecomers will only be admitted within the first 30 minutes of the examination.
- iii. Unauthorized materials, such as mobile phones, are strictly prohibited in the examination room.

## 2.4 Grading System and Award Criteria

The grading system is based on the following:

- i. Distinction: 75% and above
- ii. Merit: 65% – 74%
- iii. Credit: 50% – 64%
- iv. Pass: 40% – 49%
- v. Fail: Below 40%

To be awarded a diploma or degree, students must meet the minimum pass criteria in all required courses.

## 2.5 Academic Integrity and Misconduct

- i. Cheating, plagiarism, and impersonation are considered serious offenses.
- ii. Any student found guilty of academic misconduct will face disciplinary action, including nullification of results or suspension.

## 2.6 Appeals and Complaints

- i. Students may appeal examination results within seven (7) days of the release of results.
- ii. Appeals must be submitted in writing to the Academic Office, with a clear explanation of the grounds for appeal.

## 2.7 Supplementary and Deferred Examinations

- i. Supplementary Examinations: Students who fail a course may be allowed to retake it during the supplementary examination period.
- ii. Deferred Examinations: Students who miss examinations due to valid reasons (e.g., illness) must submit a written request with supporting documentation within 48 hours of the scheduled exam.

## 2.8 Graduation Requirements

To be eligible for graduation, students must:

- i. Complete all courses within the stipulated time frame.
- ii. Meet the minimum credit requirements for their program.
- iii. Settle all financial obligations to the institution.





## CONCLUSION

The above information provides a clear framework for admission and examination processes at Christfield Global University College. Compliance with these rules ensures a smooth and fair academic journey for all students.

### A. BOARD OF TRUSTEES

- |  |                      |
|--|----------------------|
| 1. Director & CEO                        | : Prof W. Mahiya     |
| 2. Deputy Director                       | : Mrs T. Mahiya      |
| 3. Human Resources Director              | : Miss P. Mahiya     |
| 4. Finance Director                      | : Miss T.J Mahiya    |
| 5. Director Assets & Property Management | : Mr W.B. Mahiya Jnr |

### B. MANAGEMENT

- |                                       |                   |
|---------------------------------------|-------------------|
| 1. Principal:                         | Dr. E Munjeyi     |
| 2. Deputy Principal:                  | Prof. P. Mulenga  |
| 3. Acting Registrar                   | Miss A.Odong      |
| 4. Acting Deputy Registrar(Academics) | Ms H.R Chitembo   |
| 5. Accountant:                        | Miss T. J. Mahiya |
| 6. Human Resources                    | Miss P. Mahiya    |
| 7. Dean of Students& Chaplin:         | Rev. G. Nyirenda  |
| 8. Marketing:                         | Mr. J. Kasaba     |
| 9. Librarian and Computer Assistant:  | Mrs. P. Mtetwa    |
| 10. Receptionist & Typist             | Miss. S Mayo      |
| 11. Security Guard                    | Mr. C Mubanga     |
| 12. Caretaker                         | Mr. P Ngoma       |
| 13. Driver and Messenger              | Mr. J Maisa       |

### C. BOARD OF STUDIES (SENATE)

- |                     |                     |
|---------------------|---------------------|
| 1. Director & CEO   | : Prof W. Mahiya    |
| 2. Deputy Director  | : Mrs T. Mahiya     |
| 3. Chairperson      | : Dr. E. Munjeyi    |
| 4. Vice Chairperson | : Prof P. Mulenga   |
| 5. Secretary        | : Ms H.R Chitembo   |
| 6. Vice Secretary   | : Mr. C.P. Chombela |



**COMMITTEE MEMBERS**

7. Mr G Musingo
8. Mr F. Simfukwe
9. Mr. M. Mwandu
10. Mr. P. Kawanga
11. Dr. C. Moyo
12. Mr. A. Lukuwo

**D. BOARD OF COUNCILLORS(COUNCIL)**

- |   |                       |
|---|-----------------------|
| 1. Director & CEO                         | : Prof W. Mahiya      |
| 2. Deputy Director                        | : Mrs. T. Mahiya      |
| 3. Chairperson                            | : Mr. A. Chitembo     |
| 4. Vice Chairperson                       | : Rev. G. Nyirenda    |
| 5. Secretary                              | : Mrs. W. Amatende    |
| 6. Vice Secretary                         | : Mrs. B. G. Mainsa   |
| 7. Human Resources& Project Management    | : Miss P. Mahiya      |
| 8. Accountant                             | : Miss T.J Mahiya     |
| 9. Legal Advisor                          | : Mr. P. Kawanga      |
| 10. Assets & Property Management Director | : Mr. W.B. Mahiya Jnr |
| 11. Fundraising co-ordinator              | : Dr. N. E. Mainsa    |

**E. DEANS OF FACULTIES**

- |                                       |                     |
|---------------------------------------|---------------------|
| 1. Faculty of Arts and Society        | : Dr. C. Moyo       |
| 2. Faculty of Business and Innovation | : Mr. G C Phiri     |
| 3. Faculty of Education               | : Mr. G. G. Musingo |
| 4. Faculty of Law                     | : Mr. P. Kawanga    |

**F. CO-ORDINATORS OF PROGRAMMES**

1. Advanced Diploma in International Cyber Security Management
2. BSc in International Cyber Security Management (Hons)  
Co-ordinator: H.R. Chitembo
3. Bachelor of Education in Early Childhood Development (Hons)
4. Bachelor of Education in Primary Education (Hons)  
Co-ordinator: Mr. G. G. Musingo
5. Postgraduate Diploma in Paralegal Studies
6. Bachelor of Law (Hons)

Co-ordinator: Mr. B.K Mwalongo

7. Global Executive Diploma in Business Administration
8. BSc in Global Executive Business Administration (Hons)  
Co-ordinator: Mr M. Mwandu

9. BA in Politics, Administration and International Relations (Hons
10. Advanced Diploma in Politics, Administration and International Relations Co-ordinator: Mr. F. K. Mutale

11. Advanced Diploma in Theology & Community Development
12. BA in Theology and Community Development (Hons)  
Co-ordinator: Mr. C.P. Chombela

#### **G. QUALITY ASSURANCE & EXAMINATION COMMITTEE**

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Director & CEO   | – Prof W. Mahiya                     |
| 2. Deputy Director  | – Mrs T. Mahiya                      |
| 3. Chairperson      | – Prof P. Mulenga ( Quality Manager) |
| 4. Vice Chairperson | – Mrs G.G. Musingo                   |
| 5. Secretary        | – Mr M. Mwandu                       |
| 6. Vice Secretary   | – Dr K. Mabvundwi                    |

#### **COMMITTEE MEMBERS**

7. Dr E. Munjeyi
8. Ms H. R. Chitembo
9. Dr C. Moyo
10. Mr E Simfukwe
11. Mr C Moono
12. Mr G. C Phiri
13. Mr A Lukuwo

## H. EXTERNAL EXAMINATIONS COMMITTEE

1. Director & CEO	: Prof W. Mahiya
2. Deputy Director	: Mrs. T. Mahiya
3. Chairperson	: Dr. S. Karambwe
4. Vice Chairperson	: Dr. R.J. Kamerika
5. Secretary	: Dr. P. Karibe
6. Vice Secretary	: Mr. P Kawanga

## COMMITTEE MEMBERS

7. Dr. J. Nyoni
8. Dr. N. Madzivanyika
9. Prof. C. Chiome
10. Dr. M. Shumbamhini
11. Dr. S. Chikukwa
12. Dr. K. Chimhowa
13. Prof A.M. Gamundani
14. Prof M. Tsvere
15. Dr R. Matikiti
16. Prof H Patrick
17. Prof T Kennedy
18. Dr J Bemani
19. Dr R Chikudo
20. Dr L Chimwai





## PROGRAMMES



# FACULTY OF BUSINESS AND INNOVATION

## Welcome to Christfield Global University!

On behalf of the faculty and staff, Welcome to the Faculty of Business and Innovation! Christfield Global University's business programs establish an academic environment where learners are empowered to develop creative solutions to essential human, professional, and societal problems.

The University's learning-focused educational philosophy emphasizes the connection between professional relevance and scholarly excellence. The university is committed to providing an exceptional educational experience.

We look forward to helping to positively impact local, national, and international communities through the success of our business graduates. All of us at the university are eager to assist in ensuring the achievement of predetermined academic and individual goals at the initiation of these exciting and critical career paths.

Sincerely,  
Dean,  
*Faculty of Business and Innovation*

## MISSION STATEMENT FOR THE FACULTY OF BUSINESS AND INNOVATION

The primary purpose of establishing the Faculty of Business and Innovation is to develop students as professionals who are well suited and prepared for careers in either the private sector or in public practice and have attained the expertise and diversity necessary to serve as potential executives for major corporations. The Faculty of Business and Innovation potential managers with the unique advantage of exceptional readiness in their profession be it in financial, industrial, non-profit, or government institutions. The courses seek high-calibre candidates, that is, students with the discipline and interest to develop their leadership and managerial potentials. To achieve its goal, the Faculty of Business and Innovation has a broad-based curriculum that balances technical training and practical problem-solving.



# ADVANCED DIPLOMA IN INTERNATIONAL APPLIED CYBER SECURITY MANAGEMENT

A Diploma in Cyber Security Management is a two year curriculum. The Diploma in Cyber Security Management Covers the study of how computer systems and network data can be protected from theft or damage. The admission procedures differ from college to college. This program's admission is based on merit or a competitive admission exam.

## FIRST YEAR, 1<sup>ST</sup> SEMESTER

### CORE MODULES

- GDC 100 Introduction to Cyber Security
- GDC 101 Cyber Threat Intelligence
- GDC 102 Host and Network Security
- GDC 103 Penetration Testing and Incident Response
- GDC 105 Ethics For Business Professional
- GDC 106 Academic Writing and Study Skills

## FIRST YEAR, 2<sup>ND</sup> SEMESTER

- GDC 107 Introduction to Cyber Research Methods
- GDC 108 Cyber Engineering
- GDC 109 Digital Forensics Principles and Practice
- GDC 110 Malware Analysis
- GDC 111 Legal, Ethical and Professional Practices

## SECOND YEAR, 1<sup>ST</sup> SEMESTER

- GDC 112 Attainment, Evaluation, Assessment and Work-Related Reports

## SECOND YEAR, 2<sup>ND</sup> SEMESTER

- GDC 113 Legal issues In Information Security Project
- GDC 114 Security Management
- GDC 115 Introduction to Social Psychology
- GDC 116 Introduction to Project Management
- GDC 117 Principles of Micro economics
- GDC 118 Cyber Security Research Project

### ELECTIVES

- GDC 119 Security Management
- GDC 120 Industrial Control Systems Security



## GDC 121 Visibility, Detection and Response



# GLOBAL EXECUTIVE DIPLOMA IN BUSINESS ADMINISTRATION

A Global Executive Diploma in Business Administration is an education program that offers fundamental yet practical training in business and organization. The courses under this program cover all fields of business administration, including accountancy and finance. With such diverse offerings, students, upon completion of the program, gain the opportunity to obtain entry-level clerical positions in the fields of Human Resources, Management, Bookkeeping, Benefits Administration, and Public Records Supervisors. Graduates are also qualified to pursue a four-year course on Business Administration or other related fields. The program aims to produce competent departmental supervisors with the necessary abilities of leadership, oral and written communication, business principles, critical thinking, and conflict resolution. Focus is on the gamut of tools that are necessary for dealing with actual business situations. This program also aims to aid students in deciding which specialization suits their interests and abilities.

## Program Learning Outcomes

- Use professional communication skills within a business environment.
- Determine business problems based on credible evidence and data.
- Apply foundational business principles and operations in a business environment.
- Course Requirements

## Core Modules

Students must complete all the required core courses.

### FIRST YEAR, 1<sup>ST</sup> SEMESTER

BUS 100 Academic Writing and Study Skills  
 BUS 251 Operation Management  
 BUS 150 Business Ethics  
 BUS 175 Organizational Behaviour  
 BUS 217 Strategies in Decision Making

### FIRST YEAR, 2<sup>ND</sup> SEMESTER

BUS 248 Introduction to Business Research Methods  
 BUS 241 Human Resource Management

BUS 236 Global Business Environment Strategy  
MKT 203 Marketing Strategy

### **SECOND YEAR, 1<sup>ST</sup> SEMESTER**

Attachment, Assessment, Evaluation and Work related Reports

### **SECOND YEAR, 2<sup>ND</sup> SEMESTER**

FIN 235 Management Accounting and Control  
ECON 203 Industrial Organization  
ECON 230 Consumer Economics  
BUS 247 Research Project

Total Courses required for Global Executive Diploma in Business Administration is 63. This includes 33 credits from general education courses. Please refer to the University Catalogue or website for admissions requirements, transfer credits policy, and tuition fees

# **BACHELOR OF SCIENCE IN GLOBAL EXECUTIVE BUSINESS ADMINISTRATION (HONS)**

## **Introduction**

### **Making a difference**

- A committed and inclusive management department trains the forerunner of a sustainable economic transition.

## **Department Mission**

“Educating to Transform the Future.”

To train through Higher Education programs, managed that strong in their diversity, aware of their global responsibility in carrying out their missions and able to adapt to changes in local, national and International environments

## **Core Values**

- Committed to changing the world in a positive way



- Ethics
- Openness and Diversity
- Global Responsibility and performance

## Curriculum

### Core Modules

#### FIRST YEAR, 1<sup>st</sup> SEMESTER

BGEB 100	Introduction To Business Studies
BGEB 101	Introduction To Business Accounting
BGEB 102	Business Ethics
BGEB 103	Introduction to Globalisation
BGEB 104	People in Organisations
BGEB 105	Academic Writing And Research Skills

#### FIRST YEAR, 2<sup>nd</sup> SEMESTER

BGEB 106	Organisation Behaviour and change
BGEB 107	Global Business Environment Strategy
BGEB 109	Business Finance
BGEB 110	Marketing Management
BGEB 111	Introduction to Business Research Methods

#### SECOND YEAR, 1<sup>st</sup> SEMESTER

BGEB 112	Marketing Strategy
BGEB 113	Quantitative Aspects of Business
BGEB 114	Human Resources Management
BGEB 115	Strategic Management
BGEB 116	International Marketing

#### SECOND YEAR, 2<sup>nd</sup> SEMESTER

BGEB 118	Consumer Economics
BGEB 119	International Business Law
BGEB 120	International Trade
BGEB 121	Management Accounting and Control
BGEB 122	Business Enterprise Management
BGEB 123	Global Markets

#### THIRD YEAR

BGEB 124	Attachment, Assessment, Evaluation and Work-Related Reports
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#### FOURTH YEAR, 1<sup>st</sup> SEMESTER

BGEB 125	Transformational Leadership
BGEB 126	Econometrics



BGEB 127	Global Finance
BGEB 128	Essentials of Management
BGEB 129	Negotiation and Conflict Management
BGEB 130	Administration and Management In International Business

#### FOURTH YEAR ,2<sup>nd</sup> SEMESTER

BGEB 131	Corporate Risk Management
BGEB 132	Real Estate Capital Markets
BGEB 133	Operations Management
BGEB 134	Business Taxation
BGEB 135	Organisation and Administration
BGEB 137	Research Project

## BSC IN INTERNATIONAL APPLIED CYBER SECURITY MANAGEMENT (HONS)

The Applied Cyber Security Management Honours is a global concern, impacting every society that relies on being digitally connected. The stakes are high. Software, hardware systems, data, information and people are all vulnerable to cyber-attacks and therefore need protection.

Our Bachelor of Science in International Applied Cyber Security Management (Hons) programme aims to cultivate creative and professional cyber security graduates who can solve problems, are knowledgeable, skilled and ready for industry upon graduation.

This dynamic programme is taught by specialist in computing, cyber security and digital forensics. You will be given the opportunity to experience both technical cyber security disciplines across all three years, helping you to identify your strengths and make informed decisions about future career pathways.

#### Program Learning Outcomes

- In your first year you will learn about anatomy of computing devices, how they process data, how data is stored and how to write computer programmes.

- You will also learn the foundations of how to secure computing devices and how to forensically investigate and recover data, even if it has been deleted
- In your second year and third year you will have opportunity to further enhance your coding and digital forensics skills by writing cyber scripts and programmes, as well as conducting live network forensics.
- You will also learn about cyber law, risk, governance and regulation, secure cloud computing, network security, ethical hacking, monitor, investigating, analysing and responding to cyber-attacks.
- Employability is at the heart of our Bachelor of Science In International Applied Cyber Security Management Honours programme and is embedded in the curriculum. You will engage with the project and problem based learning activities and assessments that reflect real- world scenarios. This is especially demonstrated in the collaborative nature of teaching, the opportunities for team work and ....final year research project.
- Additionally, the programme is aligned with industrial-academic programmes.

### Semester Placements

This programme offers all students the option of a semester paid work placement, attachment, assessment, evaluation and work related report to boost their employability even further

### Core Modules

#### FIRST YEAR, 1<sup>ST</sup> SEMESTER

BCS 100 Software Development 1  
 BCS 101 Computer Systems  
 BCS 102 Mathematics for Computer Science  
 BCS 104 Introduction to Cyber Security  
 BCS 105 Academic Writing and Research Skills

#### FIRST YEAR, 2<sup>ND</sup> SEMESTER

BCS 106 Software Development for Cyber Security  
 BCS 107 Cyber Law and Regulations  
 BCS 108 Network Security  
 BCS 110 Digital Forensics 1  
 BCS 129 Legal, Ethical and Professional Practices

## **SECOND YEAR, 1<sup>ST</sup> SEMESTER**

BCS 112 Introduction to Research Methods

BCS 113 Data Analytics and Visualisation for Cyber Security

BCS 114 Secure Operations and Incident Management

BCS 115 Digital Forensic 2

## **SECOND YEAR, 2<sup>ND</sup> SEMESTER**

BCS 116 Security Economics and Policy

BCS 117 Cyber Security Design and Analysis

BCS 118 Cyber Security and Risk Management

BCS 119 Risk Management

BCS 135 Visibility, Detection and Response

## **THIRD YEAR**

BCS 111 Attachment, Assessment, Evaluation and Work-Related Reports

## **FOURTH YEAR 1<sup>ST</sup> SEMESTER**

BCS 120 Visibility, Detection and Response

BCS 125 Industrial control systems Security

BCS 127 Social Psychology in Cyber Security

BCS 137 Industrial Control System Security

## **FOURTH YEAR 2<sup>ND</sup> SEMESTER**

BCS 103 Principles of micro Economics

BCS 129 Research Project

BCS 109 Ethical Hacking



# FACULTY OF BUSINESS AND INNOVATION

## SELECTED COURSE DESCRIPTION

### **BUS 100 Introduction to Business Studies (3 Credits)**

This course gives the students a comprehensive background to essential concepts of business within an organizational, managerial, and financial context. Real world examples will be used to teach business concepts. The course will also be divided into parts like firms, business environment, markets, management, as well as international issues under such divisions relevant issues would be tackled according to the needs of the present and the near future.

### **BUS 251 Operation Management (3 Credits)**

This course focuses on the area of business that is concern with the production of goods and services. It also teaches the students of the responsibilities of business operations as well as the management of resources, the distribution of goods and service to customers.

### **BUS 150 Business Ethics and Values (3 Credits)**

This course will focus on applied ethics as an art as the students learn ethical principles as well as encounter moral and ethical problems that arise in a business context. It will be presented as a normative and descriptive discipline that reflects on the different degrees of interaction with non-economic social values.

### **BUS 175 Organizational Behaviour and Change Management (3 Credits)**

This course tackles the application of concepts regarding how individuals and groups act within an organization. It trains students in a systematic approach by which the relationship of people organizations could be better understood. Students learn how to build better relationships that will achieve the objectives of the organization.

### **BUS 217 Strategies in Decision Making (3 Credits)**

This course will present an up-to-date look at how actual companies act strategically and organize themselves. The authors of our textbook provide the



reader with a richness of theory, a richness of practice, and a strong basis for linkage between the two. We will combine a case study approach with theory that will provide the accumulated benefits of many years of careful research and thought about management processes, and emphasizes the textbook authors' belief that in this complex world of organizations a range of concepts is needed to cut through and illuminate particular aspects of that complexity.

### **BUS 310 Business Taxation (3 Credits)**

This course discusses a wide range of taxation concepts and legislations. Students learn the role of taxation in decision-making and business. They will also learn how to deal with international aspects of the company's taxation.

### **BUS 425 Leading Organizations (3 Credits)**

This course will use Gill Hickman's Leading Organizations from SAGE Publications. The book features several discussions from different business authors. Thus, students will be introduced mainly to these divisions: inherent leadership context and concepts, relationship between leader and participant in organizations, strategic management and implementation, and organizational cultures.

### **BUS 327 Transformational Leadership (3 Credits)**

Students will acquire necessary skills, values, and knowledge in implementing positive change in a business firm. Focus will be on the enhancement of motivational skills, moral and ethical values, and performance. Elements of transformational leadership - individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence - will be explored and evaluated.

### **BUS 471 Corporate Risk Management**

Students will analyse risks in management fields to develop possible risk treatment and ways of risk avoidance. Creation of a risk management plan will be the focus of this course accompanied by an implementation and evaluation process. Students will also apply cardinal rules of risk communication in a practice field.

### **BUS 450 Strategic Management (3 Credits)**

Students will learn the fundamental concepts in strategic planning processes such as environmental scan, strategy formulation, plan implementation, and activity control. Plan drafting and evaluation are the key skills in this course. Psychological bases of strategic management and management failures will also be explored and analysed.

### **BUS 241 Human Resource Management (3 Credits)**

This course includes theoretical concepts about recruiting and training the best employees. It trains students to fill the needs of the corporation. Students learn the personnel and management practices.

### **ECON 410 Economic Analysis of Social Issues**

Economic Analysis of Social Issues aims at looking at how social activities impact the economy of a nation or a community. Examples of social activities include farming, mining, and industrialization. These activities are beneficial to a society as they create job opportunities for the natives and this creates a source of income for various households. On the other hand, the activities can have adverse effects to the society such as pollution which can cause health complications and depletion of natural resources which will lead to the loss of employment as there will be no more resources to mine or sell. The course primarily seeks to understand the social problems and their impact on the economy of the society or the nation. An analysis is meant to determine whether something is working effectively or whether it is adding value which can be and not limited to monetary value to an individual or a company. In addition to the aim of the course stated above, Economic Analysis of Social Issues also tends to understand whether the measures put in place to curb the social issues are effective or beneficial to the society. If not, other solutions or recommendations are given to help better the situation or the condition.

### **ECON 411 Negotiation and Conflict Management (3 Credits)**

The course presents negotiation and conflict management theory within a marketing context. Students will use role-playing simulations covering a wide range of topics. Students will also test their negotiation and conflict management skills in difficult situations, including racism, sexism, abrasiveness, emergencies, and whistle blowing.

### **URES 499 Capstone Project Studies (3 Credits)**

This course is specifically designed to bring out the best work possible for undergraduate students. This would exhibit and culminate the different

experiences that the student has acquired for the year. This would encompass all of what they have learned while relating societal, ethic and environmental impacts for their work.

### **MKT 409 Global Markets (3 Credits)**

Building on the basics of marketing, this course provides introduction to the context of the highly globalize environment. It critically examines the social, cultural, financial, political, legal, and geographic facets of the globalize marketplace. Students will use qualitative and quantitative methodologies to assess the integration and effects of globalization in marketing strategies and programs. Students will also look into global financial markets and the determinants of competition in global financial services industries - money markets, foreign exchange market, international capital market, global equity market, and markets for swaps and forward contracts. Basic principles of finance will be employed in the explanation and analysis of activities among these markets.

### **MKT 403 Early Stage Capital (3 Credits)**

Students will examine the nature of raising early stage capital, with emphasis on early stages of company development and on start-up ventures. This course prepares business students to maximize the use of outside advisors as well as to build long-term relationships with funding sources.

### **MKT 115 Real Estate Capital Markets (3 Credits)**

This course introduces the major public capital market real estate vehicles, mortgage-backed securities, and real estate investment trust (with major emphasis on commercial mortgage-backed securities). It also covers basic equilibrium asset pricing and modern portfolio theory. This course is designed to provide students with an elementary introduction to the public capital real estate, as well as how markets value capital investments.

### **MKT 203 Marketing Strategy (3 Credits)**

The course helps students to examine the marketing mix along the line of the firm's strategy. The students will develop marketing strategies, evaluate opportunities of a firm, anticipate competitive dynamics, and assess the sustainability of competitive advantages. The course is helpful to students pursuing careers in consultancy, investment analysis, entrepreneurship, and product management.



**ECON 203 Industrial Organizations (3 Credits)**

Students will investigate the strategic behaviour of business firms, the structure of markets, and the interaction between these two using a descriptive approach to industrial organization and price theories. Organization of firms and their competitive endeavours will also be looked into.

**ECON 401 Collective Choice (3 Credits)**

This course introduces to students' major formal approaches in rational choice theory, focusing on collective choice theory. Students will investigate the properties of processes for gathering individual preferences into social preference or into a clear criterion for collective choice by a society. Students will also examine collective choice through voting.

**ECON 463 Econometrics (3 Credits)**

This course is an introduction to econometric techniques and models, program evaluation, and simultaneous equations based on regression analysis. It covers advanced topics such as linear panel models, nonlinear probability, time series regressions, instrumental variables, limited dependent variable models, censored outcomes models, and measurement error.

**FIN 423 Financial Analysis (3 Credits)**

The course enables the students to conduct assessments of viability, stability and profitability of the business. Students learn the basic principles by which these analyses are made according to financial statements and other reports. They will also be taught to make business decisions according to such analysis.

**ACCT 411 Taxes and Business Strategy I (3 Credits)**

This requires the student to use the third edition of **Taxes and Business Strategy: A Planning Approach** by Scholes, et al. The first division of the course will focus on chapters 1-9 of the book. This primarily focuses on the fundamentals of tax strategy and tax law. Tax planning and decision-making strategies will be applied in this course.

**ACCT 412 Taxes and Business Strategy II (3 Credits)**



Students will develop their conceptual framework for evaluating tax rules. The course will focus on the remaining chapters of **Taxes and Business Strategy: A Planning Approach**. Tax planning strategies is applied to more specific areas such as multinational tax planning, corporation formation and capital structure, acquisitions, and divestitures. **Prerequisite** ACCT 411

### **ACCT 115 Applied Macro and International Economics I (3 Credits)**

Students will use case studies to investigate the international and macroeconomic environment in which companies operate. It is divided into two sections. The first section develops the fundamental tools of macroeconomic management (fiscal and monetary policy). It is followed by evaluations of various strategies of economic development, discussing topics that range from natural resources and technological progress to exchange rates.

### **ACCT 122 Applied Macro and International Economics II (3 Credits)**

Students will examine several the most recent crises in emerging economies; evaluate the causes of these crises and ways to avoid such crises from occurring again in the future. Students will also evaluate challenges confronting developed economies, such as the European Union, the US “new economy”, slow economic growth in Japan, as well as disputes over globalization and trade. **Prerequisite** ACCT 115

### **FIN 235 Management Accounting and Control (3 Credits)**

Various parts of accounting systems and management control will be analysed in this course. Students will focus on learning to apply accounting data, instead of preparing data. Students will also focus on the motivational and behavioural effects of different management accounting systems. Case discussions will help students to better understand concepts like responsibility accounting, transfer prices, and variance analysis.

### **ACCT 215 International Accounting and Management (3 Credits)**

This course provides students with an international view about accounting and management theories and practices. It focuses on the evaluation of the efforts to have global harmonization of accounting standards as well as the effects of leading standard-setting authorities. Students will analyse accounting and management for Multinational Companies.

### **ACCT 309 Accounting Information Systems (3 Credits)**

Students will have a comprehensive study of how IS knowledge is applied to the accounting environment. The course emphasizes upon developing the abilities of the students to understand how to process accounting data and the controls necessary to assure reliability and accuracy of the data that the accounting system processes.

### **ACCT 306 Income Tax Accounting (3 Credits)**

This course covers accounting periods and accounting methods. Topics include inventories (including valuation, costing, and the requirements to maintain inventories), requests to change methods, prepaid income, income recognition principles, constructive receipt and cash equivalency, special methods that involve long-term contracts, prepaid expenses, estimated expenses, depreciation, and capitalizing vs. expensing costs. Students will analyze these topics from both a tax policy viewpoint and technical perspective.

### **ACCT 307 Accounting Theory (3 Credits)**

This course introduces the structure and rationale of accounting models and theories. It provides students with conceptual arguments that dominate in today's accounting thought and current debates and recent controversies about selected accounting issues. Students will critically examine the wider societal and economic implications of financial accounting.

### **ACCT 400 International Accounting (3 Credits)**

The course introduces students to the theoretical framework, principles, and practice of international accounting. Students will be exposed to the modern research methodology and the latest quantitative and qualitative research techniques used to examine practices in international corporate reporting. Students will gain insight into the issues that confront accounting information preparers and users in a highly globalized reporting environment.

### **ACCT 100 Introduction to Accounting I (3 Credits)**

This course discusses the accounting model, evaluates the accounting standards employed in financial reporting, and examines their effects on managerial decisions. This course focuses on the important role of accounting in planning, decision-making, control, and evaluation of performance. Students will also examine the ethical issues concerning the available alternatives one encounters when making major accounting decisions.

### **ACCT 102 Introduction to Accounting II (3 Credits)**

This course emphasizes corporations, partnerships, investments, long-term liabilities, investments, financial statement analysis, and cash flows statements. This course also covers cost allocation, managerial accounting, budgets, and analysis of cost-volume-profits. This hands-on course requires students to prepare entries and financial statements. **Prerequisite ACCT 10**

### **ACCT 403 Communication in Accounting Business (3 Credits)**

This course discusses theoretical and applied features of managerial and financial accounting for business. This course includes the preparation and communication of vital financial information. It also covers the important uses of accounting data in planning as well as controlling activities of business organizations and other kinds of organizations.

### **ACCT 404 Advanced Accounting Problems (3 Credits)**

This course covers topics such as business combinations, consolidations, how to prepare consolidated financial statements, foreign exchange, and other current accounting issues. Students will comprehend, analyze, and work with complicated financial accounting transactions that involve multiple related entities in mergers and consolidations, international transactions, and investments with substantial influence.

### **ACCT 331 Financial Accounting I (3 Credits)**

This course teaches the students to audit financial statements as well as to examine independent third-party financial statements. Students will know the importance of financial audits and how they function for businesses.

### **ACCT 332 Financial Accounting II (3 Credits)**

This course provides a continuation of the previous financial accounting course. Long-term assets and current liabilities would be major concepts in this course. Partnerships, corporate accounting and additional topics like cash flows will also be discussed. **Prerequisite ACCT 331**

### **ECON 445 International Trade (3 Credits)**

This course provides students with understanding of international trade theories. Focus is on alternative approaches used to explain the terms and pattern of trade. Students will examine the gains from commercial and trade policy. The



course covers strategic trade policy, economic integration, and issues of protectionism.

### **FIN 412 Capitalism and Its Critics (3 Credits)**

Students will examine the socio-political implications of financial theories for organizations in the framework of the historical evolution of industrial economies. Students will discuss the theories of the following thinkers: Milton Friedman, Ayn Rand, Max Weber, Karl Marx, John Kenneth Galbraith, and Joseph Schumpeter.

### **FIN 235 Management Accounting and Control (3 Credits)**

Students will examine management accounting and analytical methodologies for control and decision making in profit-directed organizations. This course defines budgetary control systems and product costing. It also defines evaluation systems for planning, directing, and checking the performance of a business.

### **FIN 310 Introduction to Financial Management (3 Credits)**

This introductory course covers the basic theories, principles, and applications of Investment and Corporate Finance. The course focuses on the role that the CFO plays as a decision maker, and how he or she might proceed in a certain situation.

### **ACCT 405 Business Accounting (3 Credits)**

This course covers topics such as business combinations, consolidations, how to prepare consolidated business financial statements, foreign exchange, and other current accounting issues in business environments. Students will comprehend, analyze, and work with complicated financial accounting transactions that involve multiple related entities in mergers and consolidations, international business transactions, and investments with substantial influence.

### **FIN 423 Financial Analysis (3 Credits)**

The course enables the students to conduct assessments of viability, stability and profitability of the business. Students learn the basic principles by which these analyses are made according to financial statements and other reports. They will also be taught to make business decisions according to such analysis.

### **FIN 439 Finance for Decision Making (3 Credits)**



This course enables the students to understand financial data that would affect the profitability of the company. The interpretation of such data must be mastered in order to be considered for decision-making and value creation. Students learn how to comprehend managerial accounting concepts, identify cost inputs for decision-making as well as participate in finance planning and budgeting.

### **FIN 100 Real Estate Economics (3 Credits)**

The course describes the three primary approaches to estimating real property value: market comparison, the cost approach, and the income approach. Students will also examine real estate market operations as well as the different theories of determining land price. The student will analyze how factors that affect real estate demands interact with the factors that affect real estate supply.

### **FIN 121 Financial Team Projects I (3 Credits)**

This course is a seminar on current financial management topics. Students are required to organize a team and propose a project to be presented in class. The class will invite professionals and experts in the finance industry to give a lecture.

### **FIN 150 Financial Team Projects II (3 Credits)**

This course is a seminar on advanced financial management topics. Students are required to organize a team and propose a project to be presented in class. The class will invite professionals and experts in the finance industry to give a lecture. **Prerequisite FIN 121**

### **FIN 210 Generating Business Value from Information Technology (3 Credits)**

This course takes the general manager's strategic viewpoint and studies how top companies get value from their investments in information technology. It does not focus on the technical details, but on the impact as well as the business value that one can achieve. Students will also learn about issues on governance.

### **FIN 215 The Law of Corporate Finance and Financial Markets (3 Credits)**

Much of this course concentrates on management and accounting and the law-sensitive features of financial markets and financial services. This course is designed to introduce to student's business law that discusses and examines the

fundamentals, such as liability, contracts, employment, regulation, and corporations.

### **FIN 235 Management Accounting and Control (3 Credits)**

Students will examine management accounting and analytical methodologies for control and decision making in profit-directed organizations. This course defines budgetary control systems and product costing. It also defines evaluation systems for planning, directing, and checking the performance of a business.

### **FIN 270 Finance Theory I (3 Credits)**

This course equips students with the basic concepts and tools in modern finance. It provides a broad range of topics that include introduction to finance, valuation of real and financial assets, asset pricing and portfolio choice models, and introduction to derivative securities.

### **FIN 301 Finance Theory II (3 Credits)**

In this course, students will critically examine the financing decisions of firms and their major implications. Economic Theory makes up the fundamentals of the course. Students will also discuss several empirical evidence that support (or not) the theories. Students will also link academic work to actual business decisions.

**Prerequisite** FIN 270

### **FIN 310 Introduction to Financial Management (3 Credits)**

This introductory course covers the basic theories, principles, and applications of investment and corporate finance. The course focuses on the role that the CFO plays as a decision maker, and how he or she might proceed in a certain situation.

### **FIN 332 Managerial Analysis (3 Credits)**

This course provides students with an understanding of the analytical tools that bear directly on the firm's economic decisions. It emphasizes industrial performance and market structure, including the firm's strategic interaction. In addition, students will also examine the behaviour of individual markets.

### **FIN 411 Labour Economics and Public Policy (3 Credits)**

The introductory course in Labour Economics will help students think critically about public policy and research. It centres on empirical analysis and applied microeconomics. It covers topics such as taxes and transfers, labour supply and demand, human capital, unions and strikes, income distribution, minimum wages, unemployment, incentives, and discrimination.

### **FIN 406 Medieval Economic History in Comparative Perspective (3 Credits)**

Students will survey the changing socio-economic relations and the overall conditions of material life in Africa during the Medieval period with reference to the comparative perspective of contemporary Chinese, central Asian, and Islamic experiences. The course emphasizes the study of institutional and technological factors that have contributed to the development of economic growth and capitalism in Western Europe.

### **FIN 434 Foundations of Development Policy (3 Credits)**

Students will study the different aspects of human development: health, family, education, gender, land relations, formal and informal norms, and institutions. Students will discuss the decisions of deprived households in developing economies and the scope for policy (by international organizations, government, or NGOs).

### **FIN 450 Microeconomic Issues and Policy Models (3 Credits)**

The course covers wide range of topics that include technology, education quality, social and private returns to education, market equilibrium and education policy, productivity effects of health, public finance, gender discrimination, firms and contracts, decision making in families, land, markets for savings and credit, and labour and migration.

### **FIN 412 Capitalism and Its Critics (3 Credits)**

Students will examine the socio-political implications of financial theories for organizations in the framework of the historical evolution of industrial economies. Students will discuss the theories of the following thinkers: Milton Friedman, Ayn Rand, Max Weber, Karl Marx, John Kenneth Galbraith, and Joseph Schumpeter.

### **ECON 403 Environmental Economics**



It explores the central questions of whether markets work and what must be done if they fail. It covers theory and evidence on government responses to market failure. Special emphasis is on developing and applying tools in evaluating environmental policies.

### **ECON 417 Information Technology and the Labour Market (3 Credits)**

Students will explore how IT reshapes the labour market in Zambia: the mix of occupations, how work is organized, skills required to perform an occupation, wage levels, wage inequality, and labour productivity. Students will investigate the current limitations on the ability of computers as substitute human skills, discuss human skills that technology complements, and evaluate net effect of such forces on the labour market.

### **FIN 405 Global Finance (3 Credits)**

This is a course designed to discuss international finance. It is considered as one of the growing areas of study. A background in global finance is important, as it will provide any student of economics or finance an understanding of global financial activities and their implications.

### **BUS 236 Global Business Environment Strategy (3 Credits)**

This course includes sessions for interdisciplinary research. It also includes the needs and demands of global business strategies that are currently being employed in the global arena.

### **BUS 316 Business Enterprise Management (3 Credits)**

This course creates awareness for students on the concepts for planning and deploying critical infrastructure that will help their companies achieve sustained competitive advantage. It includes case studies and research methods that will train them with fundamental business procedures.

### **FIN 332 Managerial Analysis (3 Credits)**

This course provides students with an understanding of the analytical tools that bear directly on the firm's economic decisions. It emphasizes industrial performance and market structure, including the firm's strategic interaction. In addition, students will also examine the behaviour of individual markets.

### **FIN 405 Global Finance (3 Credits)**



This is a course designed to discuss international finance. It is considered as one of the growing areas of study. A background in global finance is important, as it will provide any student of economics or finance an understanding of global financial activities and their implications.

### **BUS 355 People and Organizations (3 Credits)**

Students will examine the evolution and development of human and organizational contexts. Challenges in the management profession will be evaluated and students will acquire and apply critical skills needed in negotiation tasks, team values building, and leadership. Advanced concepts and instrument used in work analysis and leadership will also be introduced.

### **ECON 100 Introduction to Economics (3 Credits)**

This course introduces the basic concepts in order to understand the economy. The first part focuses on microeconomics, to study individual consumer and firm behaviour. The second part focuses on macroeconomics, to study the economy, especially issues related to output, unemployment, productivity, inflation, and growth.

### **ECON 210 Economic Analysis for Business Decisions (3 Credits)**

Students will acquire analytical tools needed in evaluating economic decisions of market firms with a focus on market formation, industrial performance, and strategic communication. Behaviour of individual markets concentrating on cost analysis and demand/supply determinants will be examined. Implications of regulatory policies and economics on business activities will also be investigated.

### **ECON 230 Consumer Economics (3 Credits)**

This is a specialized course designed to prepare students to understand the economic system in the United States and how it affects individuals as consumers, producers, and citizens.

### **ECON 226 Applied Economics for Management (3 Credits)**

This course examines economic concepts useful to management. Topics include the following: incorporating risk into evaluations, techniques for financial evaluation of proposed investments, theory of demand, concepts from game

theory, competitive markets, cost functions, production functions, competitive markets, and other market structures.

### **FIN 235 Management Accounting and Control (3 Credits)**

Students will examine management accounting and analytical methodologies for control and decision making in profit-directed organizations. This course defines budgetary control systems and product costing. It also defines evaluation systems for planning, directing, and checking the performance of a business.

### **ECON 321 Principles of Macroeconomics (3 Credits)**

This course includes the aspect of economics that deals with principles that apply to economy. This includes general price levels, output, and income as well as interrelations among different sectors of the economy.

### **ECON 120 Principles of Economics I (3 Credits)**

This course provides the theoretical concept of how the economy worked. This course will analyze the economy as well as the economic actors. Students will be trained to use basic methods and concepts economists employ in analysis.

### **ECON 318 Intermediate Microeconomics Theory (3 Credits)**

The course introduces students to microeconomic theory as well as its application in daily life. It explains how individual producers and consumers determine the quantities and the prices of goods in the marketplace. Students will explore the underlying incentives of firms to produce products and of consumers to buy output. Students will also look at the impact of lack of competition using a welfare perspective.

### **ECON 121 Principles of Economics II (3 Credits)**

This is a course designed to study the basic concepts of microeconomics. Consumer behaviour, firm behaviour, economic growth as well as market structures are only a few of a lot of concepts that will be discussed. **Prerequisite** ECON 120

### **ECON 318 Intermediate Microeconomics Theory (3 Credits)**

The course introduces students to microeconomic theory as well as its application in daily life. It explains how individual producers and consumers

determine the quantities and the prices of goods in the marketplace. Students will explore the underlying incentives of firms to produce products and of consumers to buy output. Students will also look at the impact of lack of competition using a welfare perspective.

### **ECON 367 Law and Economics (3 Credits)**

This course introduces the study of law and economics. There will be assigned readings - mostly theoretical and policy-oriented material, rather than cases or statutes-as well as engagement in the sort of academic writing and commentary typical of advanced seminars.

### **ECON 368 Antitrust and Regulation (3 Credits)**

This course will explore boundaries of the organization, oligopoly, and relevant antitrust legislation, as well as introduce economic regulations (including capture). This course will also explore the different regulatory institutions and franchises and their functions.

### **ECON 415 Economic Statistics (3 Credits)**

This course will serve as an introduction to statistical reasoning. Focus will be on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions.

### **ECON 403 Environmental Economics (3 Credits)**

It explores the central questions of whether markets work and what must be done if they fail. It covers theory and evidence on government responses to market failure. Special emphasis is on developing and applying tools in evaluating environmental policies.

### **ECON 426 Public Economics (3 Credits)**

The emphasis is on theory and evidence on expenditure policies of the government. Topics include education, local and state public goods, the theory of public goods, welfare and redistribution policy, political economy, health care policy, and social insurance programs like unemployment insurance and social security.



**ECON 453 Comparative Economics (3 Credits)**

This course examines basic economic concepts and how these impact the individual, families, and their immediate communities. This course also analyses national and global economic models, actions, and impact.

**ECON 123 Political Economy (3 Credits)**

This course provides a foundation in political economy concepts, theoretical framework, as well as their application. This course prepares students for advanced research in political economy. It focuses on econometric methods (treatment estimation, panel data, random coefficients, nonlinear models, factor analysis, and duration models) with applications to political and economic development, war economic interdependence, economic voting, corruption, social networks, and legislative behaviour. Students will discuss historical and recent issues regarding the nature of political economy. Students will also discuss different methodological approaches and their pros and cons.

**ECON 155 Urban Labour Markets (3 Credits)**

This course discusses the broad historical trends in the urban labour markets and employment. Students will examine how urban labour markets operate, private and public training policy, labour market programs, and the connection of labour market policy with economic development.

**FIN 406 Medieval Economic History in Comparative Perspective (3 Credits)**

Students will survey the changing socio-economic relations and the overall conditions of material life in Africa during the Medieval period with reference to the comparative perspective of contemporary Chinese, central Asian, and Islamic experiences. The course emphasizes the study of institutional and technological factors that have contributed to the development of economic growth and capitalism in Western Europe.

**ECON 403 Environmental Economics (3 Credits)**

It explores the central questions of whether markets work and what must be done if they fail. It covers theory and evidence on government responses to market failure. Special emphasis is on developing and applying tools in evaluating environmental policies.



**ECON 417 Information Technology in Economics (3 Credits)**

Students will explore how IT reshapes the labour market in Zambia: the mix of occupations, how work is organized, skills required to perform an occupation, wage levels, wage inequality, and labour productivity. Students will investigate the current limitations on the ability of computers as substitute human skills, discuss human skills that technology complements, and evaluate net effect of such forces on the labour market.

**FIN 100 Real Estate Economics (3 Credits)**

The course describes the three primary approaches to estimating real property value: market comparison, the cost approach, and the income approach. Students will also examine real estate market operations as well as the different theories of determining land price. The student will analyse how factors that affect real estate demands interact with the factors that affect real estate supply.

**MKT 100 Introduction to Marketing (3 Credits)**

This introductory course in marketing theory and application covers topics such as the 5Cs in marketing and product development: company skills, customer needs, collaborators, context, and competition. The course combines readings, discussions, and case studies to provide a mix of concepts and hands-on application.

**MKT 120 Strategic Management I (3 Credits)**

This course equips students with the core concepts, theoretical frameworks, and techniques of strategic management. This will allow students to have better understanding of what managers should do to manage an organization (profit or non-profit) to achieve better performance. The course evolves simultaneously around a theoretical and practical base.

**MKT 175 Strategic Management II (3 Credits)**

This course extends the theories and topics covered in MKT 120, Strategic Management I. The purpose is to allow students to apply strategic management concepts and frameworks. Throughout the course, the appropriate concepts, methodologies, and tools relevant to strategic analyses will be discussed. Students will discuss applications in real-life settings. **Prerequisite MKT 120**

**MKT 203 Marketing Strategy (3 Credits)**

The course helps students to examine the marketing mix along the line of the firm's strategy. The students will develop marketing strategies, evaluate opportunities of a firm, anticipate competitive dynamics, and assess the sustainability of competitive advantages. The course is helpful to students pursuing careers in consultancy, investment analysis, entrepreneurship, and product management.

**MKT 215 Operations Strategy (3 Credits)**

The course provides an overview of major analytical and diagnostic tools for solving strategic operating issues), structuring the operating system. Students will examine major issues firms face in establishing operations strategy and discuss managing operational focus. The students will discuss how firms must approach the implementation of fundamental changes in operating systems.

**MKT 275 Entrepreneurial Marketing (3 Credits)**

It clarifies major marketing concepts, strategic issues, and methods relevant for early-stage and start-up entrepreneurs. Students will face major marketing and new venture questions. This course gives students a broad understanding of topics such as identification and evaluation of marketing opportunities, achieving competitive advantages, and marketing tools most useful in entrepreneurial setting.

**MKT 307 Listening to the Customer (3 Credits)**

The Listening to the Customer course deals with the customer, with emphasis to qualitative methods (focus groups, interviews, focus groups, survey, voice of the customer) as well as quantitative methods (sampling, execution of survey, interpretation of quantitative data, factor analysis, conjoint analysis).

**MKT 309 Patents, Copyrights, and the Law of Intellectual Property (3 Credits)**

This course examines major concepts of intellectual property law in the United States, with special focus on copyrights and patents and a look at trademarks and trade secrets. The course also highlights current issues that concern business methods and information technologies.

**MKT 306 Introduction to Pricing (3 Credits)**

Topics covered include price and the concept of value, determining market price, the demand curve, demand fluctuations, competition-oriented pricing, selection of pricing policies, determining specific price, regulatory and legal aspects of pricing, price wars, profit margins, and rival brands.

### **ECON 446 Global International Economics (3 Credits)**

This course provides students with an understanding of the principles and applications of international economics, so that they will be prepared to face the future complexities of the world economy. This course will focus on the law of comparative advantage, the gains from trade and models such as the Ricardian model.

### **MKT 400 National Politics and the Competitive Advantages of Firms (3 Credits)**

Students will analyse how the government and social and political institutions impact competitive advantages of firms embedded in national setting. Using critical readings and case studies on different industries and companies, students will also examine public institutions and policies that mould competitive outcomes. Students will use case studies in investigating national policies, and the competitive advantage of firms. Students will analyse developed and developing countries within an analytical framework. Group projects aims at integrating knowledge, analysis, and understanding of the cases. Students will investigate the opportunities and risks that business firms are currently facing. The students will be provided with conceptual tools for analysing how institutions such as the government and society influence competition among business firms and different industries.

### **HRM 105 Labour Relations and Union Management (3 Credits)**

This course introduces students to the perspectives, theories, and concepts in the field of labour and employment relations. Attention will be given to U.S. labour, laws, and work institutions, to understanding contemporary developments in the United States and other countries operating in a global framework.

### **HRM 109 Employee Performance Management (3 Credits)**

This course introduces students to employee performance management and appraisal. Attention is given to differences between performance management and performance appraisal, performance management tools and employee variables that need to be evaluated for the benefit of HR and the organization.



**HRM 113 Legal Aspects of Human Resource Management (3 Credits)**

This course provides a critical overview about the relevant international laws applicable to HRM. Through this course, students develop understanding about compliance requirements and issues.

**HRM 207 Human Resource Development and Staffing Strategies (3 Credits)**

Through this course, students will learn about the different recruitment and selection strategies needed to attract the appropriate candidates, including, tools that use information technology. This course also introduces students to the most suitable selection strategies to fill vacancies in an organization.

**HRM 218 Professional Writing (3 Credits)**

This course introduces students to professional writing relevant to HRM. Attention will be given to the appropriate terminology, legal perspectives as well as research methods.

**HRM 225 Conflicts Resolution Strategies (3 Credits)**

This course provides students the opportunity to learn relevant theories and methods in conflicts resolution. Attention is on the use of skills and tools in mediation as well as conflict resolution.

**HRM 304 Employee Benefits and Compensations (3 Credits)**

Through this course, students are introduced to employee compensation and benefits as part of successful retention and motivation of all staff. Attention is given to rewards program to ensure alignment with business objectives.

**HRM 319 Collective Bargaining (3 Credits)**

This course provides students with knowledge pertaining to the collective bargaining process. Through this course, students can experience the collective bargaining process by means of hands-on participation in a simulated negotiation.

**HRM 402 Intercultural Management (3 Credits)**

This course introduces students to intercultural management in light of a highly globalized working environment. Through this course, students learn about how



diversity may be managed within an organization in ways that respect diverse peoples, governments, histories, and natural systems.

### **HRM 415 Employee Engagement (3 Credits)**

This course introduces students to the significance of employee engagement and how this is achieved.

### **HRM 429 Strategic Management in Human Resources (3 Credits)**

This course explores the relationships between the management of people and pursuit of organizational strategic goals and objectives. Attention will be given to human resource planning and strategy, job analysis and job design, equipment and selection, performance appraisal and performance-related pay, learning and career management, and employment relations.

### **HRM 432 Safety in the Workplace (3 Credits)**

This course is outcomes-based which means that students should attain certain knowledge and skills in order to successfully complete this course. Attention will be given to how safety in the workplace may be achieved.

### **HRM 437 Team Leadership (3 Credits)**

This course introduces students to team leadership and how it is achieved through different frameworks. Attention will be given to theories on leadership.

### **HRM 455 Employee Training (3 Credits)**

This course provides a critical overview about employee training and development, when it is needed and how it is delivered. Attention will be given to factors that impact employee training, including, customer service, productivity, safety, employee retention and growth, economic uncertainty and use of new technology. Course also helps students to master improvisation tools in leadership learning.

### **MKT 411 Negotiation and Conflict Management (3 Credits)**

The course presents negotiation and conflict management theory within a marketing context. Students will use role-playing simulations covering a wide range of topics. Students will also test their negotiation and conflict management skills in difficult situations, including racism, sexism, abrasiveness, emergencies, and whistle-blowing.

**MKT 416 Introduction to Marketing Strategy (3 Credits)**

This course introduces basic marketing principles and practices, with an aim to build critical skills for strategic decision-making. The course helps students to understand how marketing relates to other organizational functions and to the external environment, develop marketing strategies using case studies, design strategies for 4Ps, and strengthen teamwork, communication, and problem-solving skills

**MGT 501 Business Ethics and Values (3 Credits)**

This is an advanced course that focuses on applied ethics as an art as the students learn ethical principles as well as encounter moral and ethical problems that arise in a business context. It will be presented as a normative and descriptive discipline that reflects on the different degrees of interaction with non-economic social values.

**MBA 524 Organizational Behaviour and Change management (3 Credits)**

This is an advanced course that will tackle the application of concepts regarding how individuals and groups act within an organization. It trains students in a systematic approach by which the relationship of people organizations could be better understood. The student will know how to build better relationships to achieve the objectives of their organizations.

**BHT 100 Introduction to Tourism and Hospitality Management**

This course provides students with an overview of the tourism, hospitality and leisure industry through an understanding of basic concepts and principles. Through this course, students will understand current trends and practices in the tourism industry as well as the mechanisms of a global distribution system currently in use by organizations in this industry.

**BHT 110 Sustainability in Tourism and Hospitality**

This course shows students how to build and communicate a case for sustainability in hospitality and tourism, in order to secure support from management, customers, colleagues and vendors through case studies and real-life examples. Attention is given to necessary resources by means of internal budgeting, government incentives, and capital investment.

**BHIT 117 Marketing for Hospitality and Tourism**

This course builds upon the fundamental principles of marketing and seeks to develop students' abilities in analysing the marketing needs of services. This course uses practical, real world case studies on different areas of marketing to provide students a broader knowledge of key issues as well as an overview of the business environment to which decision-making skills may be applied.

**BHIT 205 Information Technology for Strategic Tourism Management**

This course is an introduction to information technologies relevant to strategic tourism management. These information technologies encompass e-commerce, e-marketing, and e-research, which students will examine, critique, and apply to a tourism context. Be able to select appropriate software applications and apply their use in solving problems confronting firms in tourism.

**BHIT 209 Tourism Geography**

This course studies worldwide tourism destinations. It provides comprehensive knowledge regarding major characteristics of the regional geography of destinations. Locate and identify countries, main cities and physical features of the world continents with specific emphasis on Zambia, Europe, and Asia.

**BHIT 2115 Revenue Management for Hospitality Industry**

This course introduces students to the pertinent economic models and how they are applied to tourism. Real case scenarios will be used in order to enhance student engagement.

**BHIT 226 Tourism and Community Development**

This course will enable students to design, implement, and evaluate tourism services that facilitate targeted human experiences that embrace personal and cultural dimensions of diversity. Attention will be given to theories of community development and their applications.

**BHIT 304 Leadership in Hospitality and Tourism**

This course builds upon recent leadership theories and models as applied to the tourism industry. Through this course, students will learn the most applicable leadership approaches to ensure success in tourism firms.

**BHIT 311 Business Writing for Hospitality Industry**



This course introduces students to the acceptable standards and protocols used in business writing for the hospitality industry. This course focuses on written communication in business: practice within the hospitality industry, such as, writing memos, letters, electronic correspondence, reports and other practical communication.

### **BHIT 400 Business Statistics**

This course introduces students to a whole range of statistical techniques that are applied to relatively simple practical examples. Students also learn how to use these statistical techniques using Microsoft Excel and other tools such as SPSS.

### **BHIT 406 Quality Management for Hospitality Industry**

This course introduces students to quality and sustainable development so that they could learn the fundamental concepts of sustainable products and services development. This course seeks to help students develop management competencies and how to analyze quality and the environment in ecological and sociocultural terms.

### **BHIT 423 Global Issues in Travel and Tourism**

This course introduces students to global issues in travel and tourism. This course provides a critical overview of the past, present and future impacts of tourism and emphasizes 21st century tourism management issues.

### **BHIT 435 Legal Aspects of Hospitality and Tourism Management**

This course provides a critical overview about the relevant international laws applicable to tourism and hospitality. Through this course, students develop understanding about compliance requirements and issues.

### **BHIT 444 Managerial Accounting for the Hospitality Industry**

This course introduces students to recent developments of accounting theory. Students will be provided with a critical overview of the theory of firms; apply management reporting systems as well as harness appropriate tools of general accountancy to the tourism system.



**MGT 538 Strategies in Decision Making (3 Credits)**

This is an advanced course designed to give the students actual scenarios that will train them for analysis, synthesis, and application of critical thinking within an organization. There will be an emphasis on preparing students to deal clearly, rationally as well as creatively under diverse circumstances.

**MGT 571 Global Business Environment Strategy (3 Credits)**

This is an advanced course that will include sessions for interdisciplinary research. This will include the needs and demands of global business strategies that are currently being employed in the global arena.

**MBA 600 Human Resource Management (3 Credits)**

This course seeks to help students understand the dynamic environment of human resources management and the complex decisions that all managers must make when managing employees. Topics covered include managing employees for competitive advantage, legal compliance, job design, workforce planning, recruitment, selection, training, development, performance management, compensation, incentives, and labour unions.

**MBA 619 Operation Management (3 Credits)**

The intent of this course is to provide students with a broad framework for evaluating operations management practices and understanding the major decisions made in operations and the connections of operations decisions to other functions. Topics covered include supply chains issue and strategy, quality management, demand and supply planning, inventory deployment/control, and transportation networks optimization. The course combines cases, discussions, readings, and projects to provide real world application of business concepts.

**MGT 632 Business Taxation (3 Credits)**

This is an advanced course designed to discuss a wide range of taxation concepts and legislations. Students will learn the role of taxation in decision-making and business. They will also learn how to deal with international aspects of the company's taxation.

**MGT 641 Business Enterprise Management (3 Credits)**

This is an advanced course that will create awareness for students on the concepts for planning and deploying critical infrastructure that will help their

companies achieve sustained competitive advantage. It will include case studies and research methods that would train them with fundamental business procedures.

### **MGT 648 Transformational Leadership (3 Credits)**

This is an advanced course that discusses leadership style that enables individuals to lead on another level of motivation and morality. Students will be trained to look beyond short-term goals and focus on higher and intrinsic needs. They will also learn concepts about idealized influence, inspirational motivation as well as intellectual stimulation.

### **GRES 690 Master's Degree Dissertation (12 Credits)**

This course is designated for the Master's degree program. The value of both practical engagement and research-oriented activities would be conducted to provide background for the dissertation project that would provide the students' degrees.

### **MBA 515 International Economics (3 Credits)**

This course provides students with knowledge of the theories and applications of international economics. The course covers the comparative advantage law, the Heckscher-Ohlin theory, the Ricardian model, tariff and non-tariff barriers, alternative trade theories, customs unions, internationalization of financial markets, fixed and flexible exchange rates, and international capital mobility.

### **MBA 538 Managerial Accounting (3 Credits)**

Topics revolve around the study of managerial accounting for decision-making and internal reporting. The course uses a business management approach in developing and using accounting information. Topics include accounting for decentralized operations, cost analysis, cost behaviour, control measures, and profit planning.

### **MBA 605 Strategic Management (3 Credits)**

This course involves the discussion and the implementation of critical decisions which are meant to change the course of business or operations to give the business a competitive advantage. The process involves a look at both the external and the internal environment to better the future. Strategic management is the best approach to understand the current position of a company and the direction it is expected to take to ensure the objectives are met. Therefore,

course involves moulding the current methods of doing business or operations to a better approach that will promote overall success and give the organization a competitive advantage over other players in the same business

### **MBA 625 Statistical Decision Making (3 Credits)**

This course provides students with an analytical framework so that they can evaluate problems in a structured manner as well as equip students with tools for the management of uncertainties that pervade and complicate business processes. It covers statistical concepts commonly used by managers. Emphasis of the course will be on the interpretation of the meaning of statistical analyses in order to inform decision making in a business and managerial setting.

### **MBA 580 Global International Financial Management (3 Credits)**

It applies economic and finance theories to analyze challenges the international financial environment poses to financial managers. The course highlights the management feature of international financial corporations. Topics include balance of payments, international monetary system, globalization and the MNCs, international banking, market for exchange rates, international portfolio management, foreign direct investment international tax environment, and exports and imports.

### **MBA 608 Negotiations and Conflict Resolution (3 Credits)**

The course presents negotiation and conflict management theory within an employment context. Students will use role-playing simulations covering a wide range of topics. Students will also test their negotiation and conflict management skills in difficult situations, including racism, sexism, abrasiveness, emergencies, and whistle-blowing.

### **MBA 655 Excellence in Customer Services (3 Credits)**

This course introduces students into the diverse and exciting service industry. The course provides an understanding of the complexity and scope of the industry. It covers major customer service issues, human resource management definitions, organizational structures, history of the service industry, and standards in customer services.

### **MBA 667 Entrepreneurship (3 Credits)**

This course introduces models about the major jobs of the manager who integrates product development, marketing, strategic planning, operations,



human, and financial dimensions of the enterprise. These models are employed to understand the causes of the challenges managers are facing.

### **MBA 673 Global International Business Law (3 Credits)**

This is a course in business law that applies to business transactions in the global international political legal setting. It includes a study of Interrelationships among business laws of different countries as well as the legal impact on business organizations. It covers agency agreements, regulations of imports and exports, regional transactions, technology transfers, intellectual property, legal organization, and product liability.

### **ECON 661 Capitalism and its Critics (3 Credits)**

Students will examine the socio-political implications of economic theories for organizations in the framework of the historical evolution of industrial economies. Students will discuss the theories of the following thinkers: Milton Friedman, Ayn Rand, Max Weber, Karl Marx, John Kenneth Galbraith, and Joseph Schumpeter.

### **ECON 667 Economic Institutions and Growth Policy Analysis (3 Credits)**

A course designed specifically for students interested in the practical problems of operating in formal organizations, either from a research or operational perspective. As the title suggests, the course focuses upon different forms of economic institutions and organizations in developed and developing economies and the theories that might help in understanding them.

### **ECON 669 Real Estate Economics (3 Credits)**

The course describes the market comparison, cost approach, and income approach to estimating real property value. Students will examine real estate market operations and theories of determining land price. The student will analyze how factors that affect real estate demands interact with the factors that affect real estate supply.

### **ECON 662 Econometrics (3 Credits)**

This introductory course to econometric techniques and models, program evaluation, and simultaneous equations based on regression analysis covers advanced topics such as linear panel models, nonlinear probability, time series

regressions, instrumental variables, limited dependent variable models, censored outcomes models, and measurement error.

### **FIN 623 Financial Analysis (3 Credits)**

This course introduces the framework for financial statement analysis. Students will learn major accounting concepts and policies, which determine the numbers and figures presented on financial statements. In addition, the course will also help students learn basic financial analysis techniques.

### **ECON 539 Economic Statistics (3 Credits)**

This course aims to introduce students to the theory of statistics building upon previous knowledge they have gained through previous mathematics courses and furnishing them with the fundamentals to accomplish more advanced work. Modern economists are required to operate in the global environment and are expected to possess various skills in economic analysis and forecasts in the private and public sectors. This course consists of two parts. The first part concentrates on theoretical concepts and their practical applications. The second part focuses on topics that economic statisticians or economists regularly encounter in their routine work. This course aims to provide students with the fundamental skills they need as they aim to be global economists.

### **ECON 547 Mathematical Economics (3 Credits)**

This course that intends to improve students' comprehension of economic theory, make future economics easier to understand and enhance basic mathematical skills. Mathematics applied to economic theories will empower students to grasp more complicated phenomena due to its preciseness and compactness. Thus, the course considers the mathematics and economic applications of optimization, constrained optimization, differentials, slopes and derivatives and equilibrium. This course will introduce students to calculus and its application to economic theory. Subjects include dynamic models, integrals, constrained optimization, maximization, minimization, elasticity and partial elasticity, as well as static models. Economic applications from microeconomics and macroeconomics are discussed for each mathematical topic.

### **ECON 515 Business Forecasting (3 Credits)**

This course aims to provide students with the statistical and econometric techniques relevant to forecasting in a business environment, as well as the computer implementation of the methods. This course is designed for students

who want to learn how forecasts are developed and used in the business context, with special emphasis on modern statistical methods that are widely used to generate business forecasts. It concentrates on applications such as exchange rates and interest rates, as well as other dimensions of long- and short-range business planning. Included topics are statistical review, optimal forecast combination, model selection, time-series decomposition, data considerations and exponential smoothing.

### **FIN 631 Entrepreneurial Finance (3 Credits)**

This course examines the framework for return on investment calculation and criteria in new ventures, cash management techniques and controls for small businesses; equity and debt sources and their criteria for investment in new businesses, additional sources of capital and entry strategies for new businesses. This course covers the financial skills needed at each level and phase of a new venture's development. Students review the equity and debt markets for start-up firms and alternative entry strategies such as franchising and acquisition.

### **FIN 645 Investment (3 Credits)**

This course investigates a variety of financial instruments as vehicles for effective investment decisions. These instruments include treasury securities, corporate bonds, preferred stock and common stock. Fundamental and quantitative methods of valuation and selection are examined. Efficient methods of portfolio construction, management and performance evaluation are studied. Risk and return characteristic of individual instruments are evaluated and contributions to the overall performance of the investment portfolio are analyzed.

### **FIN 655 Financial Accounting (3 Credits)**

The Financial Accounting course provides an overview of the concepts, theories, and practices of financial reporting and accounting. The course offers a broad range of topics that include the following: accounting for assets, financial statements, accounting cycle, equities, liabilities, expenses, and revenues.

### **FIN 679 Financial Analysis (3 Credits)**

This course introduces the framework for financial statement analysis. Students will learn major accounting concepts and policies, which determine the numbers and figures presented on financial statements. In addition, the course will also help students learn basic financial analysis techniques.

### **ECON 613 Managerial Economics (3 Credits)**



Managerial Economics is the application of economic theory and methodology to managerial decision-making problems in both the public and private sectors. The focus of this course will be on demand analysis and estimation, production, and cost analysis under various market conditions, as well as forecasting and decision-making under uncertain conditions. This course increases students' understanding of economics as they learn to solve business problems pertaining to competitive strategies, profits, revenues, prices, and costs. Thus, the course is divided into three parts: Part one focuses on production and cost theory and the basic decisions of a firm regarding quantity of production and what inputs to use. The second part concentrates on pricing and how consumers respond to price alterations. Part three will be on Game Theory, which is a framework for decision made between a small group of managers or firms (also called business strategy).

### **ECON 660 Urban and Regional Economics (3 Credits)**

This course is concerned about the distance, location, and space in economics. This course aims to provide students with an advanced introduction into the broad range of literature pertaining to regional and urban economics. This literature has enduring tradition, both empirically and theoretically. The course has a basic theme in which space and distance are determinants in the outcomes of economic processes. Critical issues in regional and urban economics encompass location decision, possible rationale for clustering of economic activity, spatial patterns of regional economic governance and divergence, the role of geographic elements in explaining economic growth performance of regions, the effect of spatial externalities of knowledge production, and the role that transaction costs play in moulding patterns of global trade and foreign direct investments.

### **MKT 505 Marketing Research (3 Credits)**

This course involves gathering information which is meant to create a link among consumers, producers, and sellers. It seeks to identify opportunities and problems in the market. The information gathered is then used to reorganize business plans and come up with better solutions that will promote the success of the business. This information is also used in strategic meetings which seek to evaluate and redefine the goals of a business.

### **MKT 623 Services Marketing (3 Credits)**

This course focuses both on businesses and consumers to make the groups aware of the existence of services such as health care services, professional

services, financial services, and entertainment services. It seeks to manage customer relationships by identifying value and communicating and delivering the same to the consumers. It, therefore, seeks to ensure consumers have a pool of services available for them.

### **MKT 635 Marketing Digital Analytics (3 Credits)**

This course involves the use of technology to analyze both qualitative and quantitative data. Advanced technology has made it possible to perform tasks which were previously done by people. The advantage of using technology is that it saves time. Marketing digital analytics involves gathering marketing data and using technology such as cloud computing or connected devices such as tablets and computers to carry out an analysis with an aim of improving competition and the online experience of consumers. This course not only focuses on the data but also information gathered from customer interactions through emails, and social media. Most consumers shop for their goods and services online as they can also have access to product reviews which influence their purchasing decisions.

### **MGT 600 Social Issues Management (3 Credits)**

This course provides students with a framework for identifying, analyzing, and resolving ethical dilemmas in business. It is an integration of multiple disciplines and value systems that impact and determine the appropriate role of business in satisfying the needs of customers, employees, suppliers, stockholders, government, community, creditors, managers, and the public. This course will investigate business ethics from multiple perspectives. First, the wide-angle lens perspective will be explored, wherein the appropriate role of business in society will be discussed, as well as the ethical responsibilities of businesses to their constituents. The second perspective will be organizational design, in which the focus will be on management practices, company culture and formal systems like corporate ethics programs and how these impact the potential of employees to behave ethically or unethically. The microscope perspective will also be studied, to identify the ethical responsibilities of individual business managers, and how they should make decisions pertaining to ethical issues.

### **FIN 655 Financial Accounting (3 credits)**

The Financial Accounting course provides an overview of the concepts, theories, and practices of financial reporting and accounting. The course offers a broad range of topics that include the following: accounting for assets, financial statements, accounting cycle, equities, liabilities, expenses, and revenues.

**ACCT 615 Management Accounting and Control (3 credits)**

This course is a study of the fundamental managerial accounting concepts and techniques that aid in management decision-making, performance evaluation, planning and controlling operations. The emphasis is on the use of accounting data as a management tool rather than on the techniques of data accumulation. The course deals with such topics as cost behaviour patterns, budgeting and cost-volume-profit relationships. Quantitative methods applicable to managerial accounting are studied.

**ACCT 605 Business Accounting (3 Credits)**

This course focuses on how business use corporate accounting information for making business decisions. Major topics include the use of financial statements and accounting information to determine profitability and financial performance, risk, differences in structure and business models, and the relationship of cash flow statements to the balance sheet and income statements, and the use of ratios to assess the quality of a company's accounting information, and the use of internal operating metrics.

This course uses writing assignments readings, and lectures to teach students how to be action-takers in complicated organizational settings. BUS students may gain the management and analytical tools needed to guide businesses. Key topics covered include ethical violations and the theory and practice of hiring.

**ACCT 664 Cost Accounting (3 credits)**

The fundamental cost accumulation techniques for manufacturing and non-manufacturing companies are studied. Emphasis is on job and project costing, direct, and standard, by-product and joint product and process costing. Quantitative methods applicable to cost accounting are studied. This course trains students to develop accounting systems that will enhance performance measurements and decision making within the firm.

**MIR 500 Introduction to International Relations (3 Credits)**

This course is an introduction to basic principles of international relations within the political science framework. The course examines theories of realism and liberalism in the context of world politics.

**MIR 503 International Conflicts Management (3 Credits)**



This course provides students the opportunity to learn relevant theories and methods in international conflicts management. Focus is on the use of skills and tools in mediation as well as conflict engagement.

### **MIR 517 International Relations in Global Issues (3 Credits)**

This course allows students to engage with complex, interdependent global systems and legacies. These include natural, social, cultural, physical, economic, and political systems and their impacts on people's lives as well as the earth's sustainability.

### **MIR 525 Foreign Policy in World Politics (3 Credits)**

This course introduces students to the core concepts in foreign policy analysis in the world context. Students get to develop their comparative skills of analysis of differing foreign policies in practice today.

### **MIR 530 International Relations Theory (3 Credits)**

Through this course, students will gain substantial knowledge and understanding of historical development of international relations and theories. Students will learn how to apply these theories in the study of International relations, entailing analysis of political ideas, practices and issues in the global arena.

### **MIR 609 International Relations and World Politics (3 Credits)**

Through this course, students will obtain the opportunity to analyze and explain contemporary international phenomena, including the identification and assessment of positions and interests of key international subjects. Students will draw on theoretical insights from more than one discipline.

### **MIR613 International Organizations (3 Credits)**

This course will enable students to gain understanding of the major theoretical and empirical aspects of the role of international organizations in international politics. Attention will be given to the impacts of international organizations on international cooperation and conflict; international peace and security; and, the management of international economic relations.

### **MIR 638 Global Threats in Terrorism (3 Credits)**

This course focuses on the exploration of the origins and motivations of terrorism based on theoretical understandings of individual and group

behaviour. Students gain the opportunities to explore the impacts of the threat of terrorism on individuals and communities as well as strategies for the prevention, deterrence, mitigation, and response to terrorist threats.

### **MIR 655 Human Rights and Global Diversity (3 Credits)**

This course seeks to equip students with knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world as well as how human rights are respected in each context. This course produces students that respect many groups making up a global society so that they could understand how their own behaviour affects and is affected by larger world patterns.

### **BUS 800 Advanced Managerial Communication (4 Credits)**

This course introduces interactive interpersonal and oral communication skills that are important to managers. These include listening, running meetings, presenting to a hostile audience, and group decision-making.

### **BUS 810 Managerial Psychology (4 Credits)**

This course offers students the opportunity to gain insight at the science of how individuals and groups of people behave at work. It gives students with a theoretical knowledge and skills used in organizational psychology. Students will learn about training, organizational development, health and safety, employee relations, and human-machine interaction.

### **BUS 906 Organizational Processes (4 Credits)**

This course uses writing assignments, readings, and lectures to teach students how to be action-takers in complicated organizational settings. BUS students may gain the management and analytical tools needed to guide businesses. Key topics covered include ethical violations and the theory and practice of hiring.

### **BUS 911 Building and Leading Effective Teams (4 Credits)**

This course is an introduction to leadership, teams, and learning communities. Students will use various experiential exercises to develop individual and team skills and to build supportive relationships. Students will discuss the idea of the images, experiences, and thoughts that are internal to every leader.

### **BUS 917 Managing Transformations in Work, Organizations, and Society (4 Credits)**

Topics cover the integrating family and work, evolving social contract at work, and managing diversity and strategic labour-management partnerships. Topics also cover managing relationship between the firm and its stakeholders. BUS 917 focuses on skills required to adapt to sweeping changes in the workplace and the workforce.

### **BUS 925 Financial Management (4 Credits)**

The course focuses on corporate finance and capital markets. It emphasizes the financial facets of managerial decisions and delves into all areas of finance, such as the valuation of financial and real assets, financial derivatives and risk management, and dividend policy and corporate financing.

### **BUS 860 Law for the Entrepreneur and Manager (4 Credits)**

In this course, we will examine how the current legal environment, government regulation, and e-commerce environment impact today's business decisions. The cases in the text are cutting-edge, exciting, and engaging, and the reasoning of each case is presented in the language of the court. Specifically, we will focus on presenting the legal environment and ethics in a way that will spur students to ask questions and go beyond basic memorization to develop a greater understanding of the applicability to their business life.

### **BUS 907 Business Economics (4 Credits)**

This is an advanced course in economic analysis, with emphasis on organizations and their respective operating environments. The primary objective of this course is to help students learn and comprehend business economic concepts and principles and to apply them to a range of economic situations. Topics to be covered in the course are pricing and output decisions as well as cost and profit determination in competitive, imperfectly competitive, and monopolistic markets. Discussions will also encompass macroeconomic dimensions and policies impacting business activity in an open economy.

### **BUS 885 Competitive Decision-Making and Negotiation (4 Credits)**

This course will provide an innovative, skills-based approach to needs development, negotiating, and presentation that students can learn and use to achieve effective and focused application of personal strengths. It will enable them to understand the skills and processes necessary to meet both the logical and emotional requirements of people and organizations, while respecting operational time constraints.



**BUS 835 Integrated Systems and Global Information Systems (4 Credits)**

This course provides an overview of computer applications in business organizations. Students expand their scope and domains of business practices using information systems. This course teaches students the use of data, information, and technology in a new way that will favour their organizations and shape the world business future.

**BUS 893 Global Strategy and Organization (4 Credits)**

Simply put, this course addresses the most challenging task faced by multinational companies—how to deal with globalization and the resulting need for globally integrated strategies. To answer this question, we will first look to understand global strategy. The remainder of our study will focus on diagnosing what the global market needs and how to foster growth in a competitive manner through competitive decision-making and strategy.

**BUS 938 Seminars in Research Methods (4 Credits)**

This course lays the foundations of good research in the field of social sciences. It deals with the logic and assumptions underlying social research. Students will become exposed with various approaches to research design and methods. The course will help students to develop their own projects.

**BUS 960a T- Practical Research I (Proposal) (4 Credits)**

The course requires students to select research problem through execution of authentic research until the preparation of a completed report along with practical suggestions based on a solid theoretical framework and sound pedagogy. Study goals and objectives as first part of thesis are the main requirements of the course.

**BUS 960b - Practical Research II (Review of Related Literature & Methodology) (4 Credits)**

The course is a follow up to Practical Research I. The student is asked to perform preliminary literature review. Practical Research II involves methods of literature selection where students employ different modes of literature scanning. Students must also propose a research methodology.

**BUS 960c - Practical Research III (Data Collection & Analysis) (4 Credits)**

This course is taken after Practical Research II. Students carry out their approved research proposal by performing the proposed methodology. Results are collected and analysed, and a report of the study is prepared for the next step of the thesis.

#### **BUS 960d - Practical Research IV (Dissertation complete and Oral Defense) (2 Credits)**

This is the final stage in the Practical Research series. In this part of the thesis, the student is expected to have completed the research requirements and is ready for oral presentation. Defense is done in the presence of selected members of a panel.

#### **CSA800 Information Security Governance (4 Credits)**

This course will discuss the requirements for information security governance. It will thoroughly discuss the required software, hardware, personnel, infrastructure and business processes to ensure that security is functionally able to help an organization in meeting strategic objectives.

#### **CSA805 Networking and System Security (4 Credits)**

Networking and System Security focuses on networking and network communication protocol principles. This course will undertake in-depth discussions on TCP/IP security problems; discuss threats to the security of communication networks as well as the countermeasures employed.

#### **CSA815 Information System Risk Management (4 Credits)**

Information System Risk Management discuss the major components of risk to an information technology (IT) structure. This course will explore the different risk identification techniques as well as effective risk management strategies.

#### **CSA821 Business Law (4 Credits)**

Business law traces the history and development of the judicial system as well as the social and legal environment of business. This course will discuss principles of government regulation of business, business legal ethics and corporate social responsibilities, securities law, employment law, consumer protection law, labour law, and environmental law and analyzed through use of cases and problems.

#### **CSA827 Computer Ethics (4 Credits)**

Computer Ethics focuses on the ethical dilemmas that present when people, information objects, and social computing technologies interact. This course explores emerging ethical models from historical and cross-cultural perspectives and then applies these models to different new and emerging technologies.

Students will explore the technological underpinnings of associated technology systems and examine the mechanics of ethical and unethical behaviours.

**CSA833 Cybercrime (4 Credits)**

This course will focus on economic and other crimes perpetrated over the Internet as well as telecommunications networks. Cybercrime will analyze crimes that range from social engineering to auction fraud and email scams as well as and phishing. There will also be discussions on network forensics and investigative techniques on cybercrime.

**CSA845 Legal Issues in Cyber Security (4 Credits)**

This course will explore the various impacts of cybercrimes on national security, critical infrastructure, and emerging sovereignty rules. This course will also discuss legal trends and issues of cyber risks to internet-based and networked computer systems.

**CSA902 Biometric Authentication Technologies (4 Credits)**

Biometric Authentication Technologies is an introduction to authentication and identification technologies. This course discusses the fundamentals of biometric technologies and explores topics such as system performance assessment, usability evaluation of biometric technologies and biometric standards and their impacts.

**CSA906 Information System Intrusions (4 Credits)**

Information System Intrusions will discuss threats to security from a network, security strategies and policies, firewall architecture as well as the appropriate intrusion detection systems. This course will also explore pattern matching and artificial intelligence versus computer immunology, read and analyse log files and audits and IP-spoofing and sequence guessing.

**CSA915 Forensic Investigation in Information System (4 Credits)**

Forensic Investigation in Information System will teach technical investigative skills pertaining to the collection of information from compromised systems. This course covers skills and technologies required for collecting information and draw inferences from that data regarding the attack as it occurred or as it unfolds.

**CSA923 Cyber Security Policy (4 Credits)**

Cyber security Policy provides students the necessary domain knowledge in order for them to serve in decision-making roles throughout the cyber security industry. There will be analyses of cyber security risks, as well as discussion on how to develop appropriate protection & response options, and assess



operational requirements for government, military, critical infrastructure, and commercial missions.



# FACULTY OF ARTS AND SOCIETY

## Welcome to the Faculty of Arts and society

Christfield Global University's Faculty of Arts and Society explores the nature of real world, foundations of human values and basis for human reasoning. This program format allows students to approach these issues by embarking upon a study of historical literature and contemporary developments. This program welcomes students interested in the study of Western and Eastern religious traditions and how they have become major influences on all civilizations. Christfield Global University's Arts and Society courses are ideal for students who are seeking to develop and improve writing and analytical skills relevant to religious and philosophical discourse. Students of Arts and Society eventually become more self-aware and more conscious of the world around them. This program provides the opportunity to learn principles of existence and ultimately climaxes to the application of these principles to human concerns. Moreover, the study of Arts and Society assists students in developing multiple skills, such as the ability to reason clearly, derive what is essential from large amounts of information and comprehend and analyse complicated texts.

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# ADVANCED DIPLOMA IN THEOLOGY AND COMMUNITY DEVELOPMENT

The Advanced Diploma in Theology and Community Development programme aims at seeking out the best way possible to render service to those who need God, whether it is in teaching, preaching, administration, worship, singing, praying, counselling, sacramental life or spiritual life.

Students who graduate with the Advanced Diploma in Theology and Community Development programme will have:

- ✦ A deep understanding of Christian faith from different perspective, traditions and thought.
- ✦ A deeper knowledge of Scripture and of the Christian faith, especially from a theological perspective, and a basic knowledge of the history of the church.
- ✦ A clear understanding of, and vision for, the mission of the Church, and the church's responsibility to the world and its people.
- ✦ A clear understanding of, and vision for, the mission of the Church, and the church's responsibility to the world and its people.
- ✦ A thorough knowledge necessary for effective ministry and for working with people.
- ✦ The skills to interpret Scripture and communicate effectively within different cultural contexts.
- ✦ The skills to communicate clearly with people, provide leadership, and provide pastoral care to people.
- ✦ The skills to apply Christian understanding to their personal lives.
- ✦ Grown in their pursuit of holy living in all its various dimensions of daily life and personhood through acquaintance with different spiritual disciplines.
- ✦ An increased awareness of who they are as persons and as servants involved in



God's mission in the world.

- ✦ The ability to critically reflect and engage with contemporary issues in society, Bible and Theology.
- ✦ The ability to put into practice their learning, reflecting critically on the outcomes of their experience.

## ADVANCED DIPLOMA IN THEOLOGY AND COMMUNITY DEVELOPMENT

### FIRST YEAR, 1<sup>ST</sup> SEMESTER

#### CORE MODULES

DTCD 100	Academic writing and Research skills
DTCD 101	Moral theology
DTCD 102	Introduction to Pastoral Counseling
DTCD 103	Introduction to Pastoral Management
DTCD 104	Biblical Theology
DTCD 105	Sociology of the environment

### FIRST YEAR, 2<sup>ND</sup> SEMESTER

DTCD 106	Introduction to Church History
DTCD 107	New Testament Theology
DTCD 108	Physiology of Understanding Theology
DTCD 109	Introduction to Pastoral Theology
DTCD 110	Introduction to Systematic Theology
DTCD 111	Introduction to Theological Research Methods

### SECOND YEAR, 1<sup>ST</sup> SEMESTER

DTCD 112	Attachment ,Assessment, Evaluation and work related Reports
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### SECOND YEAR, 2<sup>ND</sup> SEMESTER

DTCD 113	Church ,Society and Politics
DTCD 114	Theology and Community Development
DTCD 115	Theology ,Justice and Peace
DTCD 116	Biblical ,homiletics and spirituality
DTCD 117	Research Project

# ADVANCED DIPLOMA IN POLITICS, ADMINISTRATION AND INTERNATIONAL RELATIONS

The primary aims of this programme are to:

- Impart knowledge, skills, and analytic capability about the application of methods, practical tools and techniques in politics, administration and international relations including the formulation, implementation and evaluation of public policy in the dynamic era of globalization and interdependence.
- Offer academic and professional training to both students who want to carve a career in various local, regional and international organizations such as government departments, political parties, NGOs, civil society organizations, corporate world, labour organizations, international financial institutions [IFS] (such as IMF and World Bank), as well as regional and international governing bodies such as SADC, ECOWAS, COMESA, African Union, UN etc.
- Prepare students who want to pursue their master's diplomas, especially in the area of social sciences.
- The objectives of this programme include;
- To prepare professionals and public affairs leaders to discuss, analyse and evaluate local, regional and international public policies.
- To make graduates of the programme to appreciate the complex and cross-cutting nature of politics, administration and international relations challenges, and solutions. iii. To inculcate skills in students necessary for the engenderment and entrenchment of a culture of transparency, accountability, responsiveness, effectiveness, efficiency and inclusiveness in all politics, administration and international relations related issues. iv. To develop leadership skills essential for the running of local, regional and international institutions through performance of administrative, financial, organizational, and political activities.
- To promote ethical and moral standards in politics, administration and international relations processes and leadership behaviours.
- To equip students with various analytical tools to effectively diagnose and proffer solutions to complex global governance and policy challenges

## FIRST YEAR, 1st SEMESTER

## CORE MODULES

PIR 100	Introduction to Governance
PIR 101	Fundamentals of Politics
PIR 102	Public Policy
PIR 103	Governance in Zambia
PIR 104	Academic Writing and Research Skills
Skills	

## FIRST YEAR, 2ND SEMESTER

PIR 105	Politics and Local Governance
PIR 106	Principles of International Law
PIR 107	International Institutions
PIR 108	Disaster Management
PIR 109	Research Methods

SECOND YEAR, 1<sup>ST</sup> SEMESTER

PIR 110	Attachment, Assessment , Evaluation and Work Related Reports
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SECOND YEAR, 2<sup>ND</sup> SEMESTER

PIR 111	Democracy and Human Rights
PIR 112	Media and Public Policy
PIR 113	International Relations
PIR 114	Welfare and Social Policy
PIR 115	Research Project

## BACHELOR OF ARTS IN THEOLOGY AND COMMUNITY DEVELOPMENT (HONS)

The Bachelor of Arts in Theology and Community Development (Honours) is an undergraduate degree in Theology and Pastoral Studies (Honours). It is intended to give students a basic fundamental understanding of theology and pastoral studies. The programme is a three year honours degree, which has been designed to equip students for Christian Ministry and to lead people with spiritual discipline and knowledge. The programme seeks to provide a thorough understanding of the life and teachings of Jesus Christ in Post modern society.



During Second Year, First Semester students who will be doing Pastoral Ministry Practicum.

Students who have obtained a diploma from recognized institutions are also eligible for the programme.

What is it about?

- The programme is beneficial to the students as it provides an opportunity for an intellectually rigorous study of the Christian faith from the perspective traditions and thought.
- The programme also provides a thorough grounding where it recognizes the diversity of the Christian tradition.
- It also focuses on exegesis and hermeneutics and related subjects in Christian Theology.
- The programme equips students to study the Bible, so they are in a position to explain what it says and means.
- This programme is perfect for those who want to learn more about spirituality in the contemporary world and how churches etc come into existence.
- This programme will also equip students with the skills to teach others regarding spirituality and the simple way of life.

## **FIRST YEAR, 1 SEMESTER**

### **CORE MODULES**

#### **FIRST YEAR, 1st SEMESTER**

BTCD 100 Academic Writing and Research Skills  
 BTCD 101 Moral Theology  
 BTCD 103 Introduction To Pastoral Management  
 BTCD 104 Biblical Theology  
 BTCD 105 Introduction To Church History  
 BTCD 107 Philosophy Of Understanding Theology

#### **FIRST YEAR, 2<sup>ND</sup> SEMESTER**

BTCD 110 Introduction to Systematic Theology  
 BTCD 111 Church, Society and Politics  
 BTCD 112 Theology, Justice and Peace  
 BTCD 113 Theology and Pastoral Ministry  
 BTCD 114 Introduction to Contemporary Religious Thought  
 BTCD 115 Introduction to Development studies

## **SECOND YEAR, 1ST SEMESTER**

- BTCD 116 Theology of World Missions
- BTCD 117 Biblical Homiletics and Spirituality
- BTCD 118 Sociology of the Environment
- BTCD 120 Introduction to Sociology of Religion
- BTCD 121 Theology of Christian Leadership and Planning
- BTCD 122 Church planting Models: Biblical, Historical and Contemporary

## **SECOND YEAR, 2ND SEMESTER**

- BTCD 124 New Testament Biblical Greek
- BTCD 125 Theology and Community Development
- BTCD 126 Religions of the Middle East (Christianity, Judaism and Islam)
- BTCD 127 Reformation to Modern Church History
- BTCD 128 Foundations of Community Development
- BTCD 129 Pastoral Care, Counselling and Psychotherapy

## **THIRD YEAR,**

- BTCD 131 Attachment, Assessment, Evaluation and Work Related Reports

## **FOURTH YEAR 1ST SEMESTER**

- BTCD 133 History of Post Modern Christianity
- BTCD 134 Church Administration and Money Management
- BTCD 135 Marriage & Family Studies in Post Modern Society
- BTCD 136 Old Testament Biblical Hebrew
- BTCD 138 African Theology
- BTCD 139 African Church History
- BTCD 140 Gender and mainstreaming Development

## **FOURTH YEAR 2<sup>ND</sup> SEMESTER**

- BTCD 142 African Cultures and Religion
- BTCD 143 Philosophy of Religion
- BTCD 144 Introduction to Moral Ethics
- BTCD 145 HIV/AIDS and Community Development
- BTCD 146 Sociology of Religion
- BTCD 148 Global issues and Community Development
- BTCD 149 Research Project

# BACHELOR OF ARTS IN POLITICS, ADMINISTRATION AND INTERNATIONAL RELATIONS (HONS)

## Programme Objectives

The programme is suitable for people interested in global issues such as climate change, migration, international security, inequality and distributive justice, social cohesion or the consequences of digitalization

### Outcome of the Programme

- ❖ In this programme, students will learn about Political and Administrative decision making process and Institutions at the national level and how to analyze their social impact using scientific methods.
- ❖ Located in the Faculty of Arts and Society at Christfield Global University, students will be immersed in the seminars of the undergraduate programme especially in the global changes in Politics, Administration and Society.
- ❖ Due to the interdisciplinary orientation, students will learn to link the global references of the above mentioned challenges with questions of the social legitimacy of political decisions and their legal administrative implementation.
- ❖ Through profound methodological training, students will learn to analyse what really moves them in a scientific and responsible way.
- ❖ According to students personal interests, students will have the opportunity to deepen their knowledge in an inspiring University environment and to orientate themselves professionally with the Bachelors Degree Honours.



## Research Focus and Teaching Content

- ❖ Here students will gain an insight into how the curriculum combines the basics of various disciplines, among other things. This also includes content from Law and Communication Sciences as well as Psychology.

## FIRST YEAR, 1<sup>ST</sup> SEMESTER

### CORE MODULES

- PAIR 100 Academic Writing and Research Skills
- PAIR 101 Organizational Theories
- PAIR 102 Sustainable Governance and Public Policy
- PAIR 103 Public Entrepreneurship
- PAIR 104 Corporate Governance in Public Sector

## FIRST YEAR, 2<sup>ND</sup> SEMESTER

- PAIR 105 Policy Field Analysis
- PAIR 106 Administrative Law
- PAIR 107 Introduction to Research Methods
- PAIR 108 Digitalisation Processes
- PAIR 109 Administrative Informatics

## SECOND YEAR, 1<sup>ST</sup> SEMESTER

- PAIR 111 Administrative Law
- PAIR 112 Political Actors and Institutions
- PAIR 113 Theories of Democracy
- PAIR 114 Organisational Theories
- PAIR 115 Comparative Public Policy Analyses
- PAIR 116 Voting Systems and Voting Behaviour

## SECOND YEAR, 2<sup>ND</sup> SEMESTER

- PAAIR 117 International Political Economics
- PAIR 118 International Organizations and Institutions
- PAIR 119 Governance and Development
- PAIR 120 International Law
- PAIR 121 International Security Policy
- PAIR 122 Governance and Law of the European Union

### THIRD YEAR

- PAIR 110 Attachment, Assessment, Evaluation and Work Related Reports

### FOURTH YEAR, 1<sup>ST</sup> SEMESTER

- PAIR 123 Elections and Electoral Behaviour
- PAIR 124 Political attitudes and Political Behaviour
- PAIR 125 Decision and Game Theory

### FOURTH YEAR, 2<sup>ND</sup> SEMESTER

- PAIR 126 Political Communication
- Pair 127 Social Psychology
- PAIR 128 Political Actors and Institutions
- PAIR 129 Research Project

# FACULTY OF ARTS AND SOCIETY

## Selected Course Description

### **BTCD 156 Christology (3 Credits)**

Christology explores the history of Jesus Christ, his message and impact on society. This course explores the time, government, politics, and religion of the days during the public life of Jesus. Topics for discussion are the Last Supper, the role of women involved in Jesus' life, his family, the role and reaction of the apostles, the community, the crucifixion, burial ritual and, finally, the Resurrection and its impact on his friends.

### **BTCD 154 Ecclesiology (3 Credits)**

This course introduces the doctrines of ecclesiology and eschatology. It will discuss various topics such as worship, death, heaven and hell, resurrection, judgment, sacraments, and the nature and life of the church.

### **BTCD 156 The Religions of World Series (3 Credits)**

The Religions of World Series explores the origins and development, beliefs, sacred writings, practices and ethics of the major world religions such as Islam, Buddhism, Hinduism, Confucianism, Taoism, Judaism, and Christianity. Focus will be provided on impacts of these faiths upon the current world scene.

### **BTCD 161 Philosophy of Religion (3 Credits)**

Philosophy of Religion will start with an overview of the distinction between philosophy and religion, knowledge and belief. There will be analyses on the attributes of God, such as eternity, omniscience and omnipotence. This course will also discuss the philosophical problem of evil in terms of its being a major challenge to belief in God.

### **BTCD 162 Sacred Scriptures (Old & New Testaments) (3 Credits)**

Sacred Scriptures introduces students to the academic study of the Old and New Testaments. This course will explore the formation and transmission of both Sacred Scriptures.

### **BTCD 164 Revelation and Faith (3 Credits)**



Revelation and Faith will teach students to discover how God is depicted in the different religions and will explore the reasons why Christians continue believing given the current challenges that are facing their faith.

### **BTCD 168 Moral Theology (3 Credits)**

Moral Theology will orient theology students to the study of the development and contemporary problematic of sin, repentance, and virtue. This course will also explore the reflections of the Christian Tradition on war and pacifism. Other topics to be discussed are the role of the Scripture in Christian moral reflection and ways of living morally in the Christian community.

### **BTCD 166 Liturgy (3 Credits)**

Liturgy explores Christian worship and the elements in the development of human celebration. This course will focus on the development of Christian Initiation of Adults and Children as examples of liturgical worship.

### **BTCD 168 Violence and Forgiveness (3 Credits)**

Violence has been increasingly observed in the world. This course provides classic understandings of violence and its impacts. The Violence and Forgiveness course also explores contemporary writings on violence under the perspective of religion, law, and public policy. It also dwells on models for forgiveness that may be applied to acts of violence, with special emphasis on religions and spiritual significance for Christian churches and other religious traditions.

### **BTCD 170 Women and the Church (3 Credits)**

Women and the Church explore the religious experiences of Christian women. It engages students with an interdisciplinary study of women's issues from a theological and biblical perspective. Moreover, this course explores the social, literary, political and historical contexts in which Christian women have ministered in the Church. This course also analyzes the new ways of perceiving, interpreting and understanding the world in which women Church workers function.

### **BTCD 171 500 Epistemology (3 Credits)**

Epistemology will analyse current central problems within epistemology and philosophy of science. This course will be based on philosophical texts, current relevant research articles and original texts.

**BTCD 173 Atheism (3 Credits)**

Atheism will trace the history of the atheist. This course will analyse contemporary discourses on texts such as School of Divinity and King's College Quadrangle. There will also be in-depth discussions on sociological, philosophical, and theological approaches that inform the academic study of religion and secularity.

**BTCD 175 Philosophy of Religion (3 Credits)**

Philosophy of Religion will start with an overview of the distinction between philosophy and religion, knowledge, and belief. There will be analyses on the attributes of God, such as eternity, omniscience, and omnipotence. This course will also discuss the philosophical problem of evil in terms of its being a major challenge to belief in God.

**BTCD 178 Ethics and Values (3 Credits)**

This course will integrate essential components of ethical behavior and moral reasoning into defined activities, such as research, course projects, and independent study. Students will be taught to make distinctions among courses of action and ethic acts as well as distinguish between personal problems of individuals and larger social issues.

**BTCD 180 Social Philosophy (3 Credits)**

Social Philosophy offers a broad introduction to issues in social philosophy. This course will discuss commercial society and the division of labour; the use of knowledge in society; self-interest; globalization; the gift relationship; identity; the environment; deliberation and the public sphere.

**BTCD 182 Metaphysics (3 Credits)**

Metaphysics will explore the marks of the mental and will focus on various approaches to questions different kinds of mental content, such as sensory qualities and the contents of thought. This course will analyse appropriate theories on the nature of consciousness, on how consciousness can exist in the physical world and the different philosophical perspectives of consciousness their relations to carried approaches of the special sciences.

**BTCD 184 Political Philosophy (3 Credits)**

This course explores the important themes in political philosophy, emphasizing the way through which key concepts of political thought have evolved from ancient Greece to contemporary western society. This course will study works of classical and modern political theorists such as Plato, Aristotle, Hobbes, Locke, Mill, Rawls and Nozick as well as discuss topics as the nature of the state and distributive justice.

### **BTCD 186 Existentialism (3 Credits)**

Existentialism will the ideas at the heart of existential philosophy and will analyse and identify their expression in works of fiction. This course will discuss their importance and application beyond the time and place of their production.

### **BTCD 188 History of Philosophy (ancient, modern, and contemporary) (3 Credits)**

History of Philosophy will study the works, epochs, schools, and conceptions in the history of philosophy from the ancient to present time. Central figures to be discussed are Plato, Aristotle, Spinoza, Locke, Descartes, Leibniz, Hume and Berkeley and in ethics and political philosophy, Grotius, Hobbes, Locke, Smith and Kant.

### **BTCD 190 Philosophy of Law (3 Credits)**

This course studies a broad range of significant topics in theoretical and applied philosophy of law. Philosophy of Law aims to promote understanding and critical thinking about issues such as the nature of law, the nature of legal obligation, the relationship between law and morality, and the legitimate scope of law in respect of a range of practical issues such as legal paternalism and censorship.

### **BTCD 193 Philosophy of Anthropology (3 Credits)**

Philosophy of Anthropology will explore the philosophical, theological, cultural and cultural interpretations of the 'human person' and his or her relationship both to self and the world inhabited physically and spiritually. Topics that will be discussed include the mind-body problem/ eliminative materialism, behaviourism, the type-type identity thesis, and reductive materialism.

### **BTCD 196 Symbolic Logic (3 Credits)**

This course studies formal logic covering both propositional and first-order logic. This course will discuss more complex logical languages and topics such as necessity, possibility, fuzzy logics and multi-valued logics.



**BTCD 200 Violence and Forgiveness (3 Credits)**

Violence has been increasingly observed in the world. This course provides classic understandings of violence and its impacts. The Violence and Forgiveness course also explores contemporary writings on violence under the perspective of religion, law, and public policy. It also dwells on models for forgiveness that may be applied to acts of violence, with special emphasis on religions and spiritual significance for Christian churches and other religious traditions.

**BTCD 202 New Testament (3 Credits)**

In this course, the contents of the New Testament will be studied for the fundamental objective of helping students develop a Christian worldview. With this course, students will be able to understand the essence of Christian truth that enables effective Christian witnessing. Special emphasis will be given to the role of the Holy Spirit in ethics and morality; and comparison and contrast between Biblical ethics to other ethical paradigms. There will also be attention to how the New Testament addresses ethical issues on sexuality, economics, politics and oppression.

**BTCD 204 The Pentateuch (3 Credits)**

The Pentateuch is at the heart of Israel's faith. This course is designed to introduce students to the historical, literary, and theological interpretations of the Pentateuch. The Pentateuch course will explore the legal codes that identify appropriate responses to God's acts. Moreover, there will be in-depth discussion on the critical issues surrounding the Pentateuch and its individual books as well as an analysis of problem passages that have triggered worldwide scholastic debate. Thus, this course will undertake a thorough survey of the social and historical contents of The Pentateuch; its unique literary forms and features; its major themes and assertions; and, its enduring message and relevance.

**BTCD 206 Introduction to Buddhist Thought and Practice (3 Credits)**

This course is an introduction to Buddhist doctrine, covering scriptural traditions from Southeast Asia (Pali); Asian (Chinese) and Central Asian (Tibetan). Discussions will focus on basic Buddhist practices as well, particularly meditation. Introduction to Buddhist Thought and Practice will also analyse doctrines and rituals in early Buddhism, namely the Theravada. The course will also explore the role and function of Buddhist monasteries in traditional Buddhist societies. This course will study Buddhism as a textual-philosophical tradition and as a lived religion.

**BTCD 208 Justice and Peace (3 Credits)**

Violent conflicts have claimed the lives of many people across the globe. Thus, the Peace and Justice course explores contemporary conflicts according to the perspectives of the Bible, Church History, Spirituality and Theology. This theological approach to peace and justice strives to explore the roots of such conflict as well as analyse sustainable strategies that will result not just in the absence of war, but to true flourishing of mankind. This Peace and Justice course introduces this field of study with special focus on peace building, conflict transformation as well as the human rights of marginalized individuals.

**BTCD 210 Synoptic Gospels (3 Credits)**

Synoptic Gospels introduces methodologies for interpreting the New Testament, particularly the gospels of Matthew, Mark, and Luke. This course analyses the Synoptic Gospels' genre, structure, theological emphasis, and socio-historical context. This course explores the transmission of Jesus traditions during the first century and how it relates to the Synoptic Gospels. Moreover, this course will teach students so that they become familiar with different reading methods for the Bible, using reader-focused, literary, and historical strategies.

**BTCD 212 Moral Theology (3 Credits)**

This course introduces the moral theology, including divine command ethics, utilitarianism, and basic goods theory. Moreover, this course will cover different traditions and practice of Christian ethical inquiry, as well as analyse the correlations and parameters between Christian belief, ethical inquiry, and pastoral practice. This course will analyse the themes of Christian faith and ethics, the sources of moral knowledge and Christian anthropology.

**BTCD 214 History of the Modern Christianity (3 Credits)**

History of Modern Christianity covers the development and current state of contemporary Christianity from the 1800s to the present day. There will special emphasis on its social history and the most significant perspectives of its theology. This course will also cover the expressions of Christianity that have become marginalized, as well as the engagement of the Christian church with other religious traditions. History of Modern Christianity will also analyse different groups and trends, such as fundamentalism, ecumenicalism, liberation, Pentecostalism as well as the emerging roles of women.

**BTCD 216 Church Fathers (3 Credits)**

The writings of Greek philosophers offer insightful background material for comprehending the early church fathers. Church Fathers is a course that covers the efforts of the church fathers to refute what they believed were heretical statements of the philosophers. This course analyses the assumptions of the Greek philosophers and how they conflict with the arguments of the church fathers. Thus, this course will cover readings on important Greek philosophers in order to identify significant methodological themes, such as genres, relevant questions and philosophical arguments. These aspects will then be compared with the methodological themes used by the church fathers in order to assess the roots of the conflicts.

### **BTCD 218 Psychotherapy and Spirituality (3 Credits)**

Psychotherapy and Spirituality will analyse the associations between spiritual direction and psychotherapeutic theories and practices. This course will explore relevant theories such as Bandura's cognitive behavioural theory and how it may be linked with counter-transference. It will also cover Roger's humanistic theory and its correlation with mindfulness. This course will also analyse the possible connections between Freud's psychoanalysis and God image and transference. There will also be a critical analysis of Jung's personality theory and how it is linked with individuation. Lastly, this course studies Benner's Intensive Soul Care and its correlation with Ignition spiritual direction.

### **BTCD 220 Women and the Church (3 Credits)**

Women and the Church explore the religious experiences of Christian women. It engages students with an interdisciplinary study of women's issues from a theological and biblical perspective. Moreover, this course explores the social, literary, political, and historical contexts in which Christian women have ministered in the Church. This course also analyzes the new ways of perceiving, interpreting, and understanding the world in which women Church workers function.

### **BTCD 222 Pastoral Counselling (3 Credits)**

Pastoral Counselling will provide an overview of the current trends in counselling theory and practice as well as the role of counselling in church, public and private settings. Students will be taught fundamental counselling skills in this course including interviewing, assessment, and therapeutic listening in a laboratory situation applying scriptural principles.

### **BTCD 226 Pastoral Management (3 Credits)**



Pastoral Management will teach students the role of the pastoral leader within school or in church settings. This course will discuss the means through which pastoral teams may be effectively managed and how to create effective pastoral care policies.

### **BTCD 228 Pastoral Psychology (3 Credits)**

Pastoral Psychology will teach students how to recognize the tell-tale signs of psychological difficulties and distress, so that they could acquire the basic skills in responding constructively and compassionately. This course is not a counselling course but aims to introduce students to applied and practical knowledge that will enable them to understand crucial psychological processes that are important in providing effective pastoral care.

### **BTCD 230 Pastoral Ministry for Different Perspectives (3 Credits)**

Pastoral Ministry for Different Perspectives aims to equip students for Christian service through theological, Biblical and practical studies. This course will teach leadership skills that help prepare students for collaborative ministry in the parish or other ministry settings.

### **BTCD 232 Contemporary Religious Thought (3 Credits)**

The course will analyse some of the major debates in religious and atheistic thought. There will be focus on the way in these debates are framed using modern epistemological frameworks, as well as the ways in which religious thought and atheistic thought may be mutually constitutive instead of being merely oppositional.

### **BTCD 234 Systematic Theology (3 Credits)**

Systematic Theology will discuss the three essential sacraments of the Coptic Church, namely, Baptism, Chrism and Eucharist. This course will analyse the Coptic understanding of these three sacraments and present historical perspectives on their development, as well as the fundamental elements of Coptic sacramental theology.

### **BTCD 236 Christian Communities (3 Credits)**

Christian Communities will identify principles and models of community building from a Christian perspective. Students will be taught different theological and sociological perspectives on the nature of communities and will be required to

participate in a Christian community or small group during the course as a basis for reflection and contextualization.

### **BTCD 238 Justice and Peace (3 Credits)**

Justice and Peace will explore complex social justice and peace issues from the perspective of multiple disciplines. Students will be trained on 21st century skills such as conflict management and dialogue, community organization, nonviolent communication, intercultural engagement and critical inquiry. There will be instructions on an interdisciplinary framework that may be used for analysing and working toward solving complex systemic issues.

### **BTCD 240 Missiology (3 Credits)**

Missiology will provide training for missionaries and others who are currently serving or plan to serve in intercultural ministry and church multiplication positions. This course will undertake a thorough discussion of strategies of taking the Gospel to the four corners of the world.

### **BTCD 242 Sociology of Religion (3 Credits)**

This course will introduce students to the sociology of religion. Sociology of Religion will explore the methods used, central issues engaged, theories used, and debates undertaken by sociologists of religion. This course will teach students how the sociology of religion has developed from its origins to its contemporary versions.

### **BTCD 244 Theology of Creation (3 Credits)**

Theology of Creation provides Christian understanding pertaining to the doctrines of creation and redemption. It explores the basic meaning, patristic and Scriptural foundations of the creation, and will analyse interconnections with other aspects of Christian theology.

### **BTCD 246 Spiritual Theology (3 Credits)**

Spiritual Theology introduces students to a critical understanding of religion throughout history and in relation to the modern world. This course discusses how the individual is perceived from the perspective of faith, interpreted from four complementary perspectives: biblical, historical, psycho-anthropological, and systematic.

### **BTCD 248 Systematic Theology (4 Credits)**

Systematic Theology will provide in-depth analyses of main religious traditions of the world. There will be comprehensive discussions on the fundamental tenets of the Christian faith and practice.

### **BTCD 250 Theology of Marriage & Family (4 Credits)**

Theology of Marriage & Family focuses on marriage and family studies with attention on Christian ethics, sacramentality, and anthropology. This course prepares students for different ministries, such as marriage enrichment, marriage education, youth leadership and adult faith education. This course is a doctorate level study of Christian philosophical and theological thought, pastoral care and human sciences. There will also be in-depth discussion of contemporary thought and trends in marriage and family issues.

### **BTCD 252 Music Education Fundamentals I (3 Credits)**

This course is designed to help students develop a philosophy of music education, concepts of program development, and current approaches to music teaching. The role of technology and music in special and continuing education will be introduced.

### **BTCD 266 Music education Fundamentals II (3 Credits)**

Students will examine the mystery of music and its profound impact and importance on humans. They will also study the significance of listening, musicianship, multiculturalism, creativity, curriculum, and development. Finally, they will survey the philosophical and psychological aspects of a music education.

### **BTCD 268 Music Theory (3 Credits)**

This course is an introduction to the basic materials and concepts of music theory. It will focus on commonalities of selected historic and geographic literatures through the study of fundamentals, melodic and harmonic writing, and terms and symbols.

### **BTCD 270 Music Education Research (3 Credits)**

This course covers research design and methodology to include development of hypotheses, problems, qualitative research, and survey, observational, casual comparative and historical research. Students will develop the ability to understand, interpret, and use research in teaching and learning.



**BTCD 274 History of Gregorian Chant (3 Credits)**

Students will study the historical aspects of Gregorian chant including the traditional Roman liturgy (calendar, divine office, Mass). (Tests, modes and genres) Various manuscripts will be examined including the recently issued facsimiles of the post-council of Trent liturgical books, the Post-Vatican I book from Solesmes, and other sources published from the sixteenth through nineteenth centuries.

**BTCD 276 History of Sacred Music (3 Credits)**

History of Sacred Music is an introductory course about the story of Christian Music from Gregorian chant to the Black Gospel style of Music.

**BTCD 278 Music in The Renaissance (3 Credits)**

Students will review the History of Renaissance Music and learn about the different composers, instruments, styles of music, and characteristics.

**BTCD 280 Analysis Techniques (3 Credits)**

This course will help the student integrate theoretical and analytical concepts with our experiences as musicians, while helping them to build familiarity with repertoire and musical issues of the eighteenth, nineteenth, and twentieth century's.

**BTCD 282 Integration of Music into the Liturgical (3 Credits)**

Students will examine and integrate sacred music into the Liturgical celebration such as the Eucharist, the Mass, special Days of obligation, and other important celebrations the church celebrates.

## FACULTY OF LAW

Christfield Global University's Faculty of Law program is a challenging and intellectually stimulating way of preparing students to be an effective member of the legal profession, whether as a practicing attorney, member of the judiciary, legal professional in public service, business, or education. The Christfield Global University College Faculty of Law offers every student vast opportunity to become grounded in the fundamentals of the law. The advantage here is that the Christfield Global University College Faculty of Law curriculum does direct students to specific study of legal rules of Zambia jurisdiction and discussions basing on national materials and case studies.

## POST GRADUATE DIPLOMA IN PARALEGAL STUDIES

The Post Graduate Diploma In Paralegal Studies is for those students who wish to pursue a career as a Paralegal or Legal Assistant. This program will provide students with the skills and training to become effective Paralegals or Legal Assistants in Civil or Criminal Law Offices or Governmental Agencies.

**Entry Requirements:** These are provided in the Admissions, Processes and Procedures handbook.

### Program Learning Outcomes

- To analyse Court Decisions and write Case Briefs for Court Cases at all levels of the Judicial System,
- To prepare legal documents under the supervision of an attorney,
- To conduct client interviews for potential civil and criminal cases under the supervision of an attorney,
- To become competent with research and analysis of current laws, statutes, regulations and Cases in Civil, Criminal and Administrative Areas of Law,
- To develop verbal and written competencies, permitting the student to think critically and communicate effectively,

- To obtain analytical and technical skills,
- To gain sound understanding of legal practice in the United States,
- To work as paralegals for lawyers in both criminal and civil practices in businesses and corporations,
- To support attorneys in litigation and transactional fields through document drafting, legal research, evidence gathering, case management, and the litigation procedure,
- To demonstrate up-to-date skills in law office technology, including using specific applications, electronic filing, and appropriate word-processing software,
- To produce various legal documents, such as discovery papers, motions, pleadings, forms, as well as practice preparing specific documents such as wills, real estate contracts, and memoranda of law,
- To identify and utilize the principles of legal ethics and professional responsibility; To demonstrate knowledge of their profession, with insight into the dynamic role of the paralegal, employment trends and options, licensing and certification issues, paralegal networking organizations and professional development, and
- To cultivate substantive knowledge of the law in the following areas: the court systems, civil and criminal procedure, jurisdiction, torts, contracts, real estate, wills and estates, family and matrimonial law, and business organizations and corporations.

#### **FIRST YEAR, 1<sup>ST</sup> SEMESTER CORE MODULES**

PLG 101 Academic Writing and Study Skills  
 PLG 100 Introduction to Paralegal Studies  
 PLG 115 Civil Procedure  
 PLG 126 Family Law

#### **FIRST YEAR, 2<sup>ND</sup> SEMESTER**

PLG 215 Criminal Law  
 PLG 250 Introduction to Paralegal Research Methods  
 PLG 220 Using computers in the Law Office  
 PLG 225 Worker's Compensation Law

#### **SECOND YEAR, 1<sup>ST</sup> SEMESTER**

PLG 251 Attachment, Assessment and work Related Report



**SECOND YEAR, 2<sup>ND</sup> SEMESTER**

PLG 230 Bankruptcy Law

PLG 245 Legal Terminology

PLG 248 Research Project

PLG 255 Theory in conflict Resolution

PLG 260 Business Law

Each course values as three (3) credit. Completion of 36 credits in General Education courses are part of the graduation requirements from this program. Total credits required for this program is 60

**BACHELOR OF LAW (HONOURS)****a) Normal Entry**

Entry into the LLB (Hons) Programme is very competitive and the minimum entry

are provided in the Admissions, Processes and Procedures Handbook.

**FIRST YEAR, 1<sup>ST</sup> SEMESTER****CORE MODULES**

LLB101 Introduction to Law

LLB102 History of Roman Dutch Law

LLB 201 Family Law

LLB104 Criminal Law

LLB105 Constitutional Law

LLB106 Statutory Interpretation

LLB 218 Law of Taxation

**FIRST YEAR, 2<sup>ND</sup> SEMESTER**

LLB225 Labour Law

LLB202 Research Methods in Law

LLB203 Civil Procedure

LLB204 Commercial Law

LLB205 Criminal Law

LLB206 Introduction to Law 2

LLB207 Customary Law

## **SECOND YEAR 2<sup>ND</sup> SEMESTER**

LLB208 Contract

LLB209 Evidence

LLB210 Accounting for Legal Practitioners

LLB211 Civil Procedure (Superior Courts)

LLB212 Jurisprudence

LLB213 Property Law

LLB214 Legal Ethics

## **SECOND YEAR 2<sup>ND</sup> SEMESTER**

LLB215 Human Rights Law

LLB216 Clinical and Practical Skills Training

LLB217 Delict

LLB222 Administrative and Local Government Law

LLB219 Law of Banking and Negotiable

LLB220 Instruments

LLB 226 Law of Succession

LLB 224 Public International Law

## **THIRD YEAR**

LLB221 Attachment, Assessment, Evaluation and Work-Related Reports

## **FOURTH YEAR, 1<sup>ST</sup> SEMESTER**

LLB228 Insurance Law

LLB229 Law of Public and Private enterprises

LLB230 International Economic and Trade Law

LLB231 Women`s Law

LLB232 Industrial and Intellectual Property Law

LLB233 Notarial Practice

LLB227 Criminology

LLB223 Environmental and local Planning Law



**FOURTH YEAR, 2<sup>ND</sup> SEMESTER**

LLB234 Insolvency Law

LLB235 Conveyancing

LLB236 Advocacy

LLB237 Private International Law

LLB238 Alternative Dispute Resolution

LLB 239 Competition Law

LLB240 Research Project





# FACULTY OF LAW

## Selected Course Description

### **LLB 242 Comparative Law (4 Credits)**

In this course, students learn about comparative law of different countries. Through the Comparative Law course, students develop skills in mining a large body of relevant domestic and foreign legal literature, which entails considerable research, comprehension, analysis, and interpretation. Students will also engage in the comparative study of other jurisdictions using a systematic process that starts with the identification of the purposes for comparison, and, building a methodological approach to accomplish those purposes. Comparative law introduces students to the major legal traditions of the world so that they can understand and critically reflect on both domestic and foreign legal rules, principles, theories, and institutions.

### **LLB 244 International Human rights (4 Credits)**

This course introduces students to the theory, laws, and practice of human rights protection. This course is rooted in international law, yet students are provided with opportunities to investigate the intersections between international and domestic human rights protections. This course starts with human rights theories and proceeds with the international human rights framework. Through this International Human Rights course, students will learn how to protect and enforce human rights, primarily using the lens of the United Nations' human rights frameworks. Students will be provided different opportunities to explore special interest topics, such as the human rights of Indigenous peoples, refugees, and women.

### **LLB 246 International Humanitarian Law (4 Credits)**

International Humanitarian Law (IHL) protects civilians, non-combatants, and combatants and pertains to methods and means of warfare during armed conflicts. The rules covered in this course seek to balance the basic principles of humanity vis-à-vis military necessity. Also covered in this course are the principles of proportionality and distinction between military objectives and civilian objects, as well as prohibition against means of combat lead to unnecessary suffering and superfluous injuries – all of which form foundation for this body of law. This IHL course will discuss the four Geneva Conventions of

1949 with their additional protocols of 1977 and, Hague Regulations of 1907. Notably, IHL is a segment of the broader International Public Law.

### **LLB 248 Terrorism and Counterterrorism (4 Credits)**

The word “Terrorism” has a complex connotation in the International Law circles and so the effectiveness of existing Counter-Terrorism Laws seems to be a mirage. Understanding this area of law requires understanding the difference between terrorism, insurgency, armed conflict. The course attempts defining terrorism, terrorist groups and counterterrorism in the context of International Law.

### **LLB 250 International Criminal law (4 Credits)**

This International Criminal Law course provides students with an opportunity to explore the fundamental concepts and principles underpinning laws pertinent to international crimes, as well as how they were established and are implemented. This course starts with a historical and structural overview, considering the contributions of the Nuremberg and Tokyo International Military Tribunals. This course also emphasizes more recent and significant structural developments within International Criminal Law, particularly the emergence of ad hoc tribunals, hybrid court, and the International Criminal Court. Through this course, students will examine the core international crimes over which the International Criminal Court has jurisdiction and the court’s primary procedures.

### **LLB 254 Environmental Law (4 Credits)**

Environmental Law is a course introducing students to the theories and principles underlying environmental law at both international and local levels. The course covers Constitutional responsibilities and roles relative to the environment, the law and sustainable development, environmental planning using environmental impact assessments and land-use law, the principles of environmental protection, laws over climate change, heritage issues, as well as, protection of biological diversity.

### **LLB 256 Intellectual Property (4 Credits)**

Through this Intellectual Property course, students learn the treatment of laws pertaining to patents, trademarks, confidential information, designs, and copyright, as well as understand the protections that law provides in respect of ideas, inventions, information, and other forms of creative effort. The course also aims to explore how the law must balance interests and protect investment while considering public welfare and technological developments. The course will

explore the interrelationship of the different regimes of protection and will also consider practical issues arising in the commercialization or exploitation of intellectual property. Students completing this course should have a basic grounding in the law of the area, its limitations, policies, and objectives, including the basic features of the various systems of protection.

### **LLB 258 Introduction to Zambia Legal System (4 Credits)**

This course provides a thorough overview of the structure and operation of the legal system of Zambia. Through this course, foreign-trained students will understand the workings of legal practice in Zambia. This Introduction to the Zambia Legal System explores the fundamental structure and operation of government in Zambia, with emphasis on the judicial branch, and covers methods of crafting, finding, and enforcing the law in Zambia. Students will learn about the foundational values of Zambian law, primarily, due process and equality.

### **LLB 260 Health Law (4 Credits)**

This course introduces students to key legal and policy topics pertinent to the delivery of health care, as well as the performance of biomedical research. This course on Health Law covers key topics, such as legal underpinnings of the health care system; negligence and patient safety; consent to health care; privacy and confidentiality of health information; genetics; public health; human reproductive technologies; research involving human participants; and decision-making at the end of life.

### **LLB 264 Immigration Law (4 Credits)**

Immigration Law takes students on broad socio-political and theoretical perspectives about how the movement of people around the world is regulated. Emphasis is on Zambia law and policy on immigration control, and why these are currently contentious topics. Students are also introduced to the theoretical approaches on the global movements of people, encompassing State sovereignty and citizenship, as well as individual rights. The course also covers skilled and unskilled working visas, family visas, and student visas, as well as the application process and rights of review and appeal. Comparisons will be made with other overseas immigration laws and policies.

### **LLB 268 Arbitration (4 Credits)**



This Arbitration course introduces students to commercial arbitration and dispute resolution. Topics covered in this course include commercial arbitration law, introduction to evidence, bases for arbitration and other types of alternative dispute resolution (ADR), initiation of formal arbitration, pre-hearing processes for formal hearings; jurisdiction, completion of formal arbitration hearings, mediation and other types of ADR approaches, and, the powers of the courts.

### **LLB 270 Directed Study (4 Credits)**

This Directed Study course is research or project-based course that a professor supervises, and which results in the students' important written document. This course is an opportunity for students to research their specific area of interest in law under the guidance of a professor. The students' selected subject matter will pertain to his or her research interests if these are in the field of law. Through this Directed Study, students will gain a supervised experience enabling them to acquire specialized expertise in a specific area of interest, analyse their selected topic in an in-depth manner, and produce a scholarly document.

### **LLB 274 Bachelors' Research Seminar I (6 Credits)**

Writing and publishing a scholarly legal paper is unique in the sense that its methodology is different from other bachelor research papers in other academic fields. The objectives of this seminar are to educate, direct and assist students in their intellectual and legal scholarly dissertation writing.

### **LLB 276 Bachelors' Research Seminar II (6 Credits)**

This course is a continuation of the Bachelor Research Seminar I course. It will aid students in development and completion of their dissertation.

### **LLB 278 Qualifying Oral Examination (1 Credit)**

At the successful completion of the core and elective courses, a student is required to complete an oral examination to be advanced to candidacy.

### **LLB 280 Legal Writing (3 Credits)**

This course will familiarize students in the process of conducting legal research and preparing memoranda and briefs which include legal citations, primary and secondary sources of law, statutes, legal treatises, periodicals, and annotated law reports.

**LLB 284 Introduction to Legal System (3 Credits)**

The course introduces students to the law and the legal system. Topics include concept, development, and function of law, as well as categories and sources of laws. Students will also discuss principles of law on the Penal Code, Civil and Commercial Code, and other laws that concern daily life.

**LLB 286 Administrative Law (3 Credits)**

Students will critically examine the form, function, and organization of administrative agencies, from the Social Security Administration to the Environmental Protection Agency, from the National Labour Relations Board to the Federal Trade Commission. Students will discuss agency rulemaking and enforcement and examine the legislative, judicial, and executive control of those functions.

**LLB 288 Intellectual Property (3 Credits)**

Emphasis is on the protection of IP rights in writings, creative expression, inventions, software, trade designations, and trade secrets. The course also covers intangible intellectual products by federal copyright, trademark, patent, and unfair competition law, as well as by state trade secrecy law.

**LLB 290 Legal Environment (3 Credits)**

This course covers the origins and sources of law and the legal system, fundamental legal principles, and legal processes. Students will focus on a comprehensive treatment of legal rights, the law of contracts, and the impact of environmental law, consumer rights, and the effects of social forces on business activities.

**LLB 292 Introduction to the Criminal Justice System (3 Credits)**

Students will be afforded the opportunity to examine the history, organization, and function of the various local, state, and federal agencies that make up the criminal justice system. The primary focus of this course will be on the three main components of the criminal justice system: the police, the courts, and the correctional system.

**LLB 294 Introduction to Policing (3 Credits)**

This course will provide students with an in-depth examination of the law enforcement sub-system of the criminal justice system. Topics will include

historical precedents to Zambia systems, the diversity of agencies and their roles, the internal components of agencies, and their interrelationships with other system components and other social and legal agents and agencies.

### **LLB 296 Tort Law (3 Credits)**

The course will familiarize the student with the substantive law of torts. Concentration will be in three main areas - intentional torts, strict liability torts, and negligence law. The student will study torts related to property, personal injury, and economic relations. The course will also examine various equitable remedies and defenses that are raised within a tort case.

### **LLB 298 The Courts Role in the Criminal Justice System (3 Credits)**

This course will focus on the structure, roles, and functions of state and federal courts and their effect on and relationship to other system components and social institutions.

### **LLB 300 Criminal Investigation Practices and Procedures (3 Credits)**

Students will be afforded the opportunity to engage in an in-depth study of the principles, concepts, and theories applicable to the investigation procedures used by law enforcement agents and agencies. Students will be required to become familiar with the techniques and processes used in investigative processing of evidence and analyze case law that affects criminal investigations.

### **LLB 301 Legal Research and Writing (3 Credits)**

The major focus of this course is to make students familiar with the basics of legal research and writing. There will be exercises to solidify the students' grasp of legal research and writing as well as correct citation. There will also be a final project (office memorandum) wherein students will integrate the different areas they have addressed.

### **LLB 304 Probate & Real Estate Law (3 Credits)**

This course will examine the transferring of assets, trusts, wills, gifts, administration of decedents' estates, federal and state taxes, and administrator's responsibilities. Students will be exposed to the practical application of estate planning. They will also use and become familiar with software designed to speed up drafting legal documents.

### **LLB 306 Contracts (3 Credits)**



Students will examine the basic principles that govern the formation, performance, interpretation, and enforcement of contracts. The course also gives special attention to offer and acceptance requirements, consideration, public policy, and issues in choosing a solution in case of breach.

### **LLB 308 Business Law (3 Credits)**

In this course, students will be exposed to the environment wherein business is transacted today. Business Law presents an outline of the functional areas of business as well as some of the basic concepts in the business world. This is recommended for beginning business majors.

### **LLB 210 Civil Litigations (3 Credits)**

Students will discuss civil procedure topics that emerge in the context of civil litigation. Course materials include case studies of a mass tort lawsuit and readings on multidistrict litigation and class actions. Students address real-world strategic considerations from the defendant's and plaintiff's perspectives in civil cases.

### **LLB 312 Corporations Law (3 Credits)**

This course will examine the role of the lawyer in the formation of various business entities including sole proprietorship, partnerships, and corporations. Students will learn how to prepare and draft articles of incorporation used in establishing various forms of businesses and corporations.

### **LLB 314 Contemporary issues in Terrorism (3 Credits)**

This course will provide students with a critical examination of the characteristics and causes of terrorism, past and present. Students will evaluate the key issues surrounding modern terrorism in the aftermath of 9/11 and examine the changing characteristics of twenty-first century global terrorism and the evolving strategies of political terrorism.

### **LLB 316 Homeland Security and Terrorism in the United States (3 Credits)**

This course will examine the formal creation of the Department of Homeland Security after the terrorist attack on the United States on September 11, 2001 and the need for the coordination of plans and strategies that have been

developed by local, state and federal government response organizations in response to the different terrorist threats both at home and abroad.

### **LLB 318 Preparedness in response to Terrorism (3 Credits)**

Students will analyse how strategic planning and intelligence gathering strategies combine to provide the foundation for ant-terrorism preparedness. Topics covered will include data collection and analysis techniques, threat and vulnerability assessments and terrorism prevention and deterrence.

### **LLB 320 Homeland Security and Personal Freedom (3 Credits)**

Topic covered in this course will include the creation of the Transportation Security Administration, the detention and torture of "enemy combatants" identified as terrorists, and the government restrictions placed on individual's freedom and liberty in response to terrorism activities both at home and abroad.

### **LLB 322 Interviewing and Investigation (3 Credits)**

Students will have a comprehensive study of principles and investigative techniques and methods used in locating, gathering, documenting, and disseminating information that are relevant in law office environment. Focus is on developing interviewing and investigating skills and discussing ethical problems that confront professionals.

### **LLB 324 Theory in Conflict Resolution (3 Credits)**

This course examines contemporary ideas and practical applications used by mediators in conflict resolution, negotiation, and mediation.

### **LLB 334 Conflict Resolution in the Workplace (3 Credits)**

This course affords students the opportunities to develop skills in identifying the signs and root causes of friction, anger, violence, and conflict. Analysis of case studies provides the framework for understanding sources of organizational conflict.

### **LLB 338 Conflict Resolution and Communication (3 Credits)**

This course will enable students to develop the necessary skills needed to effectively assist in Conflict Resolution and Mediation. Students will be required to analyze actual case studies of both successful and unsuccessful conflict resolution situations and be able to identify the strengths and weaknesses found within each case studied.

**LLB 340 Conflict Negotiation and Mediation (3 Credits)**

This course will enable students to engage in a comprehensive study of the conceptual and interpersonal skills required to engage in effective negotiation and mediation. Topics will include analysis of conflict, negotiation and mediation planning, effective negotiation and mediation skills, impasse resolution, and documentation of the agreement.

**LLB 342 Alternative Dispute Resolution (3 Credits)**

Students will learn about some alternatives to formal dispute resolution, such as mediation and negotiation. The course focuses on alternative dispute resolution processes that complement litigation, especially the law and procedures that are related to arbitration under the Federal Arbitration Act.

**LLB 344 Introduction to Paralegal Studies (3 Credits)**

This course will examine the African legal system and the professional and ethical duties of the Paralegal within a Law Office environment.

**LLB 346 Civil Procedure (3 Credits)**

This course will examine civil procedures and the court system, including the role of judges, attorneys, and juries. Students will learn how to draft complaints and answers, conduct pre-trial investigation, and the preparation of pre-trial motions

**LLB 348 Family Law (3 Credits)**

This course will familiarize students with the general principals of family law. Students will learn how to prepare legal documents for adoption, legal separation, divorce, marriage, annulment, and child visitation and custody.

**LLB 350 Criminal Law (3 Credits)**

This course will familiarize students with the general principals of family law. Students will learn how to prepare legal documents for adoption, legal separation, divorce, marriage, annulment, and child visitation and custody.

**LLB 352 Using Computers in the Law Office (3 Credits)**

This course will introduce the paralegal student to the uses of computer software in the law office including drafting legal documents, legal timekeeping and billing, docket control and litigation support. The course will additionally cover PowerPoint presentations used for trial.

**LLB 354 Worker's Compensation Law (3 Credits)**



This course will provide a detailed study of worker's compensation law covering the procedures used to initiate and process worker's compensation claims. Students will have the opportunity to draft relevant forms as well as to study employer responsibility, risk management, and litigation.

**LLB 356 Bankruptcy Law (3 Credits)**

This course will provide an overview of the bankruptcy law and rights of creditors and debtors. Emphasis is placed upon bankruptcy procedures Bankruptcy Code. Students will learn how to prepare and file bankruptcy forms, collection letters, and UCC search and post-judgment collections.

**LLB 358 Legal Terminology (3 Credits)**

The course is designed specifically to familiarize students with the basic terminology used in the legal profession. There will be modules - criminal and tort law, probate, real estate, bankruptcy, and litigation. In each module, students will learn the meaning as well as the use of the common legal terms in that area of the law.



# FACULTY OF EDUCATION

Christfield Global University College established the Faculty of Education to provide advanced instruction in literature philosophy, the sciences, and arts, and to give professional and technical training. Further, an additional aim of the University in establishing the School of Education was to develop the students as professional educators, researchers, and as potential administrators. To achieve its goal, the School of Education has a broad-based curriculum that balances technical training and practical problem solving.

## BACHELOR OF PRIMARY EDUCATION (HONS)

This learning program is relevant to the needs of Zambia in that it is pedagogic-rich and it covers all areas required by a teacher to facilitate learning. The program takes four years with supervised teaching practice sessions which make the learner develop into a well prepared graduate.

**The primary aims of this programme are to:**

- Impart knowledge, skills, and analytic capability about the application of methods, practical tools and techniques in politics, administration and international relations including the formulation, implementation and evaluation of public policy in the dynamic era of globalization and interdependence.
- Offer academic and professional training to both students who want to carve a career in various local, regional and international organizations such as government departments and private educational sectors.
- Prepare students who want to pursue their master's degrees, especially in the area of social sciences.

**FIRST YEAR, 1<sup>st</sup> SEMESTER  
CORE MODULES**

- BED 100 Academic writing and Research Skills
- BED 101 Introduction to Teaching
- BED 102 Educational Psychology
- BED 103 Teaching and Learning Process
- BED 104 Classroom Evaluation
- BED 105 Classroom Management

### **FIRST YEAR, 2<sup>ND</sup> SEMESTER**

- BED 106 Student Assessment
- BED 107 Educational Problem Solving
- BED 108 Educational Decision Making
- BED 109 Educational Law
- BED 110 School Organization And Management
- BED 111 Introduction To Research Methods In Education

### **SECOND YEAR, 1<sup>ST</sup> SEMESTER**

- BEd 112 Educational Leadership And Supervision
- BEd 113 Educational Project Planning
- BEd 114 Educational Planning And Develop
- BEd 115 Introduction To Learning Disabilities
- BEd 116 Approach To Special Needs
- BEd 117 Politics And Philosophy Of Education

### **SECOND YEAR, 2<sup>ND</sup> SEMESTER**

- BEd 118 Learning and Behaviour Problems
- BEd 119 Human Development
- BEd 120 Educational Administration
- BEd 121 Curriculum Studies
- BEd 122 Education and Society
- BEd 123 Financial Problems

### **THIRD YEAR,**

- BEd 124 Attachment, Assessment, Evaluation and Work Related Reports

### **FOURTH YEAR 1<sup>ST</sup> SEMESTER**

- BEd 125 Introduction to Non – formal Education
- BEd 126 Adult Learning
- BEd 127 Educational communication and Technology
- BEd 128 Economics and planning
- BEd 129 Social and cultural studies
- BEd 130 Psychology of Education





**FOURTH YEAR 2<sup>ND</sup> SEMESTER**

- BEd 131 Introduction to Counselling and Guidance
- BEd 132 Vocational Guidance and Placement
- BEd 133 Cooperative Learning
- BEd 134 Fundraising Management in Education
- BEd 135 The Sociology of Education
- BEd 136 Research Project

## BACHELOR OF EDUCATION IN EARLY CHILDHOOD DEVELOPMENT (HONS )

Childhood education in Zambia is more associated with the coming of missionaries and the whites such as the British-South African Company. Formal ECE was provided in public schools and local Authority Welfare Centres as Sub-Standards A and B (Sub A and Sub B). The welfare centers mainly focused on improving the nutritional status of children who were given milk and an egg at the center. During the colonial era, the Day Nursery ACT was established. The Day Nurseries Act of 1957 was the first sign of policy direction for ECE establishment. Equipping preschool teachers with a degree qualification offers several advantages, which can significantly enhance the quality of education and overall learning outcomes for students. In a publication by the Republic of Zambia (2014) In RTS Teacher Effectiveness Series # 6, It states —The aim of the Ministry of General Education (MOGE) is to improve school effectiveness in such a way that schools provide the environment and services for learners to acquire essential academic skills with particular focus on reading. To achieve this objective, the MOGE aims at improving five key areas: teacher effectiveness and accountability, leadership and management, developing assessment tools, guidance and counseling, school-community partnerships, and research. ll(p.2) One of the ways of improving teacher effectiveness is to provide quality teacher education by enabling preschool teachers to do degree programs which will enhance research ability in the teachers.

**FIRST YEAR, 1<sup>st</sup> SEMESTER****CORE MODULES**

- BED 101 Academic Writing and Research Skills
- BED 102 General Educational Communications and Technology

- BED 103 Foundations of Early Childhood Education
- BED 104 Parents, Society, and the Child
- BED 105 General Psychology and Child Development
- BED 106 Observation and Assessment of Young Children

### **FIRST YEAR, 2<sup>ND</sup> SEMESTER**

- BED 107 Play and Games in Child Development
- BED 108 Creative and Expressive Arts in Children
- BED 109 Infant and Toddler Care
- BED 110 Nutrition, Health, and Safety in the Family
- BED 111 Computer Applications in Education
- BED 112 Theories of Child Development

### **SECOND YEAR, 1<sup>ST</sup> SEMESTER**

- BED 113 General Teaching Methods and Instructional Media
- BED 114 Professional Ethics in Early Childhood Education and Development
- BED 115 Curriculum Planning, Design and Development
- BED 116 Educational Problem Solving
- BED 117 Design of Early Childhood Environment
- BED 118 Entrepreneurship Development Skills

### **SECOND YEAR, 2<sup>ND</sup> SEMESTER**

- BED 119 Research Methods
- BED 120 Science in Early Childhood Education
- BED 121 Introduction to Language Concepts in Early Childhood
- BED 122 Mathematics and Numeracy
- BED 123 Principles of Guidance and Counselling
- BED 124 Educational Administration and Management

### **THIRD YEAR,**



BED 125 Attachment – Teaching Practice and Experience

**FOURTH YEAR 1ST SEMESTER**

BED 126 Special Needs and Inclusive Education

BED 127 Peer Reviewed Micro-Teaching

BED 128 Principles of Educational Assessment and Evaluation

BED 129 Social and Cultural Studies

BED 130 Program and Project Management

BED 131 Policy Development in Education

**FOURTH YEAR 2ND SEMESTER**

BED 132 Advanced Philosophy of Teaching and Learning

BED 133 Children's Literature and Creativity

BED 134 Child Rights and the Law

BED 135 Comparative Studies in Education

BED 136 Educational Economics and Planning

BED 137 Research Project



# FACULTY OF EDUCATION

## Selected Course Description

### **B.Ed 451 Introduction to Counselling and Guidance (3 Credits)**

This course introduces students to the concepts and principles and practices of the Counselling and Guidance field. It explores a variety of work settings where counsellors are found. The course focuses on professional ethics and how counselling professional identity has evolved over the years.

### **B.Ed 478 Vocational Guidance and Placement (3 Credits)**

Students will discuss the challenges of developing guidance services, such as the accessibility, quality, and diversity of vocational guidance and placement services in schools and in regional, multidisciplinary cooperation networks. This course encourages students to propose more effective strategies for vocational guidance and placement.

### **B.Ed 101 Human Development (3 Credits)**

This course provides an overview and analyses classic and contemporary theoretical approaches in human development. Students will specifically put more attention on research and theories that concern education as a context of human development. The course also focuses on human development in life span perspective.

### **B.Ed 115 Educational Psychology (3 Credits)**

Students will survey and examine current problems and issues in education, which psychological theories and research can address. The course covers a wide range of topics that include testing strategies for teachers, developmental approaches to teaching, classroom management, and applications of learning theories in the field of education.

### **B.Ed 301 Educational Project Planning (3 Credits)**

This course is designed to investigate an aspect of classroom teaching identified during the practicum experience. Quantitative and qualitative research methods will be utilized to produce a major research paper.

**B.Ed 300 Educational Leadership and Supervision (3 Credits)**

This course combines effective teaching skills and classroom management into one comprehensive course. It is designed to provide basic pedagogical tools and conceptual frames necessary for creating effective teaching and learning environments. Students will be introduced to the current research on best practices that informs teacher/practitioners. Students will be required to demonstrate multiple assessment strategies, micro-teaching, mastery teaching, cooperative learning strategies and other instructional models. Additionally, this course incorporates current research on the most effective strategies for improving classroom discipline, motivation, interpersonal relationships, and academic performance. Attention will be given to aspects of diversity and/or cultural factors that influence perceptions about classroom management, and to factors that may help facilitate mainstreaming efforts.

**B.Ed 302 Educational Planning and Development (3 Credits)**

This course explores foundation for curriculum development and instruction, including classroom organization and structure, lesson planning, and evaluation. Topics including scope, sequence, and curriculum articulation; curriculum change in educational settings; and the principles and objectives that influence these processes will be discussed in this course.

**B.Ed 133 Teaching/Learning Process (3 Credits)**

This course is designed for future educators to obtain greater knowledge and skill regarding the teaching/learning process. Students will use practical and conceptual perspective in exploring the factors that contribute to effective education. The course focuses on developing the students' confidence, abilities, and self-image as a teacher.

**B.Ed 165 Curriculum Studies (3 Credits)**

This introductory course to curriculum studies covers the following topics: principles and practices of curriculum construction and instructional design, issues and trends in educational research and development, methods and models used in evaluating educational programs, curriculum and literacy education, and practices in evaluating educational programs.

**B.Ed 181 Education and Society (3 Credits)**

Students will discuss the history, development, and current state of primary, secondary and post-secondary educational system. Focus is on the important

institutions of society. Students will explore how social forces mold what is taught and how students are taught. The course also covers analysis of the roles that Zambian education plays globally.

### **B.Ed 200 Classroom Evaluation (3 Credits)**

This course introduces educators to the fundamental principles of classroom evaluation. After completing the course, students should be able to understand best practices for classroom evaluation, explain procedures for the evaluation of learning experiences, and evaluate different views on classroom evaluations.

### **B.Ed 215 Evaluation in Schools (3 Credits)**

This course focuses on supervision and evaluation and schools. Students will experience an in-depth education that combines current theory and research with practice in this field. In order to promote intellectual vitality, students will also interact with peers from varied cultures, experiences, and backgrounds.

### **B.Ed 220 Evaluation and Management in Education (3 Credits)**

This course discusses major considerations in the evaluation and management functions in education. Drawing on research and first-hand experience, students are required to analyse major responsibilities and shortcomings of evaluation and management in education. The course provides practical tips, strategies, and insights.

### **B.Ed 245 Educational Decision-making and Problem-solving (3 Credits)**

Focus is on analysing complex educational problems, making more objective decisions, and anticipating potential future problems. Students will work on simulated case problems. The course also gives students the opportunity to begin applying their newly acquired decision making and problem-solving skills to real-time problems.

### **B.Ed 263 School Organization and Management (3 Credits)**

Students will undertake this course on school organization and management to learn about new approaches to school leadership. In this course, students will specifically discuss and examine innovative models of school organization and management that distribute roles and responsibilities in an innovative way.



**B.Ed 311 Educational Administration (3 Credits)**

This course develops a conceptual terminology for the interaction between the culture-change dynamics and educational administration. This course is based on the alternative philosophy that educational administration should be evaluated according to its appropriateness or inappropriateness for cultural context.

**B.Ed 400 Introduction to Non-formal Education (3 Credits)**

This course generally aims to introduce students to the processes and constructs non-formal education. Students will discuss several alternative approaches to program and curriculum evaluation non-formal education sectors, with a focus on the integration of theory and practice

**B.Ed 401 Adult Learning (3 Credits)**

Topics include characteristics of the adult learner, lifespan issues for adults with behavioural and learning disabilities, adult program planning and management, learning strategies for adults, adult literacy and diversity, learning in teams and groups, and consulting skills in an adult learning environment.

**B.Ed 425 Community Education (3 Credits)**

Students will discuss and examine the theory and practice of community education. The course answers the following questions: How is community education defined? Is community education, education for community or education in the community? Or is it education for community within community?

**B.Ed 100 Introduction to Teaching (3 Credits)**

This course introduces students to the teaching profession. It presents both historical and current views of teaching and education, and encourages students to think more deeply, broadly and systematically about what teaching is, what teachers do and whether teaching is an appropriate course for them.

**B.Ed 185 Introduction to Urban Education (3 Credits)**

This course focuses on different perspectives pertaining to urban education, conditions for teaching and learning in urban public schools, current theories of pedagogy in urban classrooms as well as analyses a few representative and critical issues.

**B.Ed 201 Classroom Management (3 Credits)**

This course explores the strategies used in managing a positive classroom. Topics include management models, communication, disruptive students, classroom expectations and procedures, motivation, and record keeping. Managing materials and technology will also be addressed.

**B.Ed 250 Education Law (3 Credits)**

This course provides students with the opportunity to study and apply legal and ethical issues within the context of an educational setting. Legal issues and their impact on teachers are discussed, explored, and applied to current educational practices.

**B.Ed 305 Introduction to Learning Disabilities (3 Credits)**

This course examines education research, characteristics, diagnostic principles and practices related to teaching students with learning disabilities. This course will study the nature of learning disabilities and the laws, accommodations, and services available for academic improvement.

**B.Ed 308 Approach to Special Needs Students (3 Credits)**

This course is an introduction to the historical and legal bases of special education including learning disabilities. This course will focus on research-based exploration of the models, theories, etiology and philosophy of teaching students with disabilities.

**B.Ed 431 Introduction to Multicultural and Multi-ethnic Education (3 Credits)**

This course introduces students to theories and legislations on the education, the law and use of technology for students coming from diverse cultural and ethnic backgrounds.

**B.Ed 463 Learning and Behaviour Problems (3 Credits)**

This course examines the education of students with learning and behaviour problems, assessment and identification as well as service delivery models and multicultural influences. Other topics include early intervention, diversity, transition, technology, and placement considerations.

**B.Ed 472 Cooperative Learning (3 Credits)**

This course is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace. The experience allows students to use and refine the knowledge and skills acquired in a related curriculum course.

**B.Ed 640 Leadership in teaching (3 Credits)**

Developing leadership capability in teaching, which has proved to be an interesting and contested project, is the intention and aspiration of this course. Students will discuss competencies required for leadership in teaching. This course also provides an opportunity for students to extend their range of strategies and skills and strengthen their leadership and management practices.

**B.Ed 661 Introduction to quantitative methods in educational research (3 Credits)**

Students will survey quantitative methods in research as they are currently applied in the study of the processes, effects, and contexts of education. This course introduces students to research design, exploratory data analysis, and elementary statistics. It also covers computer-based data analysis methods.

**B.Ed 667 Design in educational research (3 Credits)**

This course addresses a broad range of research design covering research endeavours in education. After completing the course, students are expected to develop a better understanding of the basic vocabulary of design in educational research, including the basic forms (such as constructivist, post positivist, and critical theory).

**B.Ed 675 Educational qualitative research methods (3 Credits)**

One of the purposes of this course is to introduce students to various educational qualitative research methods. It also encourages students to engage rigorously and systematically in preparing qualitative studies of professional, individual, and social significance. The course also aims to build an open and rigorous intellectual setting.

**B.Ed 680 Research and educational practicum (3 Credits)**

The purpose of the research and educational practicum course is to provide students with hands-on experience in conceptualizing, designing, carrying out,



and evaluating educational research studies written up for presentation. This course also encourages students to come up with publication.

### **B.Ed 681 Educational internship (3 Credits)**

This course allows students to apply their knowledge and develop the skills addressed in previous courses. It is designed to integrate classroom theory with practical application through internship. Students will be actively employed in an institution with a work focus relating to their career objectives and academic training in education.

### **B.Ed 558 Politics and philosophy of education (3 Credits)**

From a cross-cultural, historical, political, and philosophical framework, students will discuss the impact of economics, culture, and power dynamics on the education process. Students will explore the basic educational visions and social philosophies that underlie various reform efforts and education policies across the political continuum.

### **B.Ed 623 Instructional leadership in schools (3 Credits)**

Students will discuss and critically examine alternative approaches to instructional leadership in schools. Special attention will be given to problems and issues in curriculum development, student learning assessment, and evaluation and supervision of teaching. The course also covers the design of school improvement programs.

### **B.Ed 604 Cultural and Multicultural Education (3 Credits)**

This Course examines cultural and ethnic differences in values and the implications for classroom instruction and curriculum development. Examination of current research findings concerning cultural perceptions, practices and communication styles for teaching approaches, materials, learning experiences and curriculum development. This course also examines the implications of cultural and ethnic differences for program planning for classrooms, schools and school districts.

### **B.Ed 612 Teaching and Learning (3 Credits)**

The philosophical foundations of society and education are explored in this course and their impact on traditional contemporary theories of education is examined. Schools as institutions, issues affecting teachers, characteristics of

learners, current topics related to the teaching profession, and the role of teachers in society are discussed.

### **B.Ed 514 The sociology of education (3 Credits)**

This course centres on the history, development, as well as the current state of primary, secondary and post-secondary educational systems as important social institutions. Students will explore how social factors mould what is being taught and how students are being taught. They will analyze the significant roles of education in the United States.

### **B.Ed 635 Schools improvement implementation (3 Credits)**

Students will examine research-based cases of effective and successful school improvement implementation. This course is also designed to acquaint students with developing a plan for the design and implementation of a school improvement program – school profile and school mission, desired results for students, analysis of practices, and action plan.

### **B.Ed 601- Cross-Cultural Competency (3 Credits)**

This course will focus on the nature and manifestation of culture, cultural contact and cultural diversity in global settings and the development of multicultural and cross-cultural communication skills.

### **B.Ed 602- Theory of Second Language Acquisition (3 Credits)**

This course investigates the nature, organization and function of human language and focuses on the different components of language structure-phonology, morphology, syntax, and semantics.

### **B.Ed 603- Principles and Theory of Linguistics (3 Credits)**

The course will study the theories and methods of English language teaching and explore the psychological, socio-cultural, political, and pedagogical factors of first and second language development.

### **B.Ed 604- Using Technology with Second Language Learners (3 Credits)**

This course focuses on utilizing technology to support the teaching and learning of English. Examine leadership issues in balancing competing priorities of technology and English curriculum.

**B.Ed 605- Teaching Reading and Writing to Second Language Learners (3 Credits)**

This course will explore the techniques and approaches for teaching reading and writing to second language learners. Participants will gain experience in designing curriculum, creating materials and developing evaluation instruments for assessing reading and writing skills of second language learners.

**B.Ed 606- Teaching Listening and Speaking to Second Language Learners (3 Credits)**

This course will examine the theories and approaches for teaching listening and speaking to second language learners and focuses on successful classroom strategies, lesson plans, assessment tools, and the design of instructional units.

**B.Ed 607- Seminar in Research Methods (3 Credits)**

This course prepares students to be critical consumers of research literature in preparation for the practicum project and as TESOL professionals. The two principle components of the course are an overview of qualitative and quantitative research design and an analysis of professional writing. Students read and evaluate journal articles in TESOL, become familiar with library and online research strategies, and review and practice the structure and rules of academic writing.

**B.Ed 608- Seminar in TESOL Research and Pedagogy (3 Credits)**

This course will provide the participant with an opportunity to conduct an Independent investigation of a current topic in TESOL Research.

**B.Ed 609- Designing Instruction for Second Language Learners (3 Credits)**

This course will examine the theories and strategies of specially designed content instruction delivered in English and focus on designing curriculum, developing lessons and assessment plans and creating materials for content area instruction.

**B.Ed 610- Techniques in Teaching English as a Foreign Language (3 Credits)**

This course focuses on methods and strategies needed to teach English in a non-native English-speaking environment. Students will develop knowledge and skills in designing curriculum and materials, developing instructional techniques and employing classroom management strategies that are appropriate for EFL settings.

**B.Ed 611- Introduction to Sociolinguistics (3 Credits)**



This course provides an overview of psycholinguistics and sociolinguistics and examines the relationship between the brain and language and study of first and second language acquisition to develop understanding of language storage, processing and development. Sociolinguistic topics included are language variation, dialectology, language planning and policy and bilingualism and multilingualism.

#### **B.Ed 612- Teaching English to students in Grades K through 12 (3 Credits)**

This course will enable students to effectively design and create instructional materials, lesson plans, and assessment tools when working with Second Language Learners in a K through 12 classroom environments.

#### **B.Ed 614- Teaching English to Adults (3 Credits)**

This course will enable students to effectively design and create instructional materials, lesson plans and assessment tools specifically geared toward the Second Language Learner in Adult ESL Learning environments.

#### **B.Ed 818 -Student Assessment (4 Credits)**

Students will examine current research on performance assessment, teacher-made tests, and standardized tests. Students will look at the differences in informal and formal assessment, as well as formative and summative assessments. The effect of seven kinds of tests on student achievement will be explored. Information on assessment, monitoring instructional effectiveness and the implications for the classroom will be included.

#### **B.Ed 860- Conflict resolution in higher education (4 Credits)**

This course introduces some of the major theories and practices in conflict resolution in many settings such as the workplace and specifically education. Students will learn to manage complex multi-stakeholder negotiations, develop mediation skills, design consensus-building procedures, examine cross-cultural and ethical dilemmas, and implement successful interventions to deal with community, national, and international groups, labour-management, and government and private agency disputes. Emphasizes is on the conflict resolution challenges faced by managers of higher education systems in the rapidly changing global environment.

#### **B.Ed 836- Financial Problems in Higher Education (4 Credits)**

Focuses on the knowledge and skills required to effectively deal with financial changes and trends for institutions of higher education. Students will further their skills in analysis and evaluation of issues from various perspectives – administrative, consumer and societal (government and organizations in the

private sector that influence the source and use of funds). Financial management of higher education (administrative perspective) focuses on effectiveness and efficiency issues associated with the use of funds. The consumer perspective (access and choice issues in financing students) focuses on the source of institutional funds; both state and federal policies and programs and budgeting will inform the learner from that perspective.

#### **B.Ed 855- Legal Aspects of Philanthropy (4 Credits)**

Provides a comprehensive review of types of charitable organizations; examines the legal issues relating to philanthropy and philanthropic endeavours in contemporary society. Topics will include profit versus non-profit organizations, charitable gifts and donations to Higher Education Institutions, and laws relating to Charitable Gifts and Donations made to Higher Education Institutions.

#### **B.Ed 912- Internship in Student Affairs (4 Credits)**

Students will share information on the functions, services, and issues of each office, its role within the institution, and relevant professional literature with each other. Students will develop and share personal internship goals, implementation strategies, and a project which relates developmental theory to the internship experience.

#### **B.Ed 933- Practicum in Higher Education (4 Credits)**

This course provides the student with an opportunity to become familiar with the functions and tasks that administrators perform. Students will create their own Administrative Portfolio/Project that will focus on the different roles that an Administrator participates in an institution of Higher Education.

#### **B.Ed 947- Seminar in Higher Education (4 Credits)**

This course is designed to prepare students for transition into a professional Administrative position within a Higher Education Institution. Topic will focus on specific areas of concern that Administrators in a Higher Education Institution face on an on-going basis within either a College or University setting.

#### **B.Ed 901- Seminar in Research Methods (4 Credits)**

This course is designed to provide advanced skills and knowledge to students for them to design and carry out and evaluate sophisticated research studies. As an advanced course it provides an in-depth examination of the issues and problems facing the educational researcher as he/she organizes a research study

or a program evaluation. The course is not bound to any one paradigm but examines educational research from various perspectives. The course focuses on the theory behind the methodology, advanced research design techniques and associated statistical procedures, internal and external validity, mixed methodology, and qualitative research tools common to the practice of education.

### **B.Ed 872 Law and ethics in education (4 Credits)**

Students will examine legal perspectives related to higher education. Among the topics to be discussed will be the bases from which higher education law comes, current (case, state and regulatory) law, as well as risk management and liability issues for higher education. The remainder of the course will focus upon the ethical issues that must be faced when shaping and implementing institutional policy, curriculum and procedures. Some emphasis will be placed on the areas in which legal and ethical issues come into conflict.

### **B.Ed 891 Education assessment (4 Credits)**

This course will give students an opportunity to learn valuable applied research skills and to design and implement an assessment plan in the higher education setting. Assessment is a major factor in educational reform and some form of assessment exists on most U.S. campuses. Institutional assessment is often required by state legislators and is required by all regional and most specialized accrediting agencies. Institutions also rely on assessment to evaluate curricular and student life programs. Students will examine the role of assessment for both administrators, who use assessment as a tool for making informed decisions about programs, and for faculty, who use it as a tool to improve their instruction.

### **B.Ed 800 University and college educational administration (4 Credits)**

This course provides an overview of the complex and organizational milieu of universities and colleges and their educational administration. It covers administrative processes, tasks, and career orientation, and local, state, and federal issues. This course also provides concepts of organization and administration in contemporary institutions from the macro to micro perspectives. Study of theory and practice of the organization as it relates to governance, structure, and management of the institution. Students learn ethical dilemmas in university and college educational administration.

### **B.Ed 811 Fundraising Management (4 Credits)**



This course provides a comprehensive overview for those entering the fundraising profession as well as those with limited experience who seek to expand their knowledge. Students are provided with an ethical foundation and are introduced to basic terminology and concepts in the field. The various fundraising vehicles are surveyed, and participants learn to apply fundraising strategies as they balance individual donor and institutional needs. Relationship building, the solicitation process, the psychological dynamics, and the realities of asking for money are examined as students refine their skills through analysis of case studies and participation in role playing exercises. A full array of written formats used by fundraising professionals including mission statements, grant proposals, acknowledgment letters, and campaign appeal materials are introduced. While students develop an understanding of the essentials of fundraising operations, they also examine the larger issues confronting today's fundraising managers.

#### **B.Ed 960 - Practical Research I (Proposal) (4 Credits)**

The course requires students to select research problem through execution of authentic research until the preparation of a completed report along with practical suggestions based on a solid theoretical framework and sound pedagogy. Study goals and objectives as first part of dissertation are the main requirements of the course.

#### **B.Ed 961 - Practical Research II (Review of Related Literature & Methodology) (4 Credits)**

The course is a follow up to Practical Research I. The student is asked to perform preliminary literature review. Practical Research II involves methods of literature selection where students employ different modes of literature scanning. Students must also propose a research methodology.

#### **B.Ed 962 Practical Research III (Data Collection & Analysis) (4 Credits)**

This course is taken after Practical Research II. Students carry out their approved research proposal by performing the proposed methodology. Results are collected and analysed, and a report of the study is prepared for the next step of the dissertation.

#### **B.Ed 963 - Practical Research IV (Project complete and Oral Defense) (2 Credits)**

This is the final stage in the Practical Research series. In this part of the project, the student is expected to have completed the research requirements and is

ready for oral presentation. Research topic is done in the presence of selected members of a panel.

