HOPE UNIVERSITY COLLEGE CATALOG (2011)

CONTENTS

HOPE UNIVERSITY COLLEGE

BACKGROUND

Hope Enterprises decided to establish Ethiopia's first non-profit college "Hope University College (HUC)" on November 25, 2003 as an innovative and change-oriented center that develops students to become leaders and professionals. The land for the campus was dedicated and the cornerstone for the first building was laid by the President of Ethiopia on December 2, 2006. The purpose of the University College is to go beyond lectures and rote learning to involve students in actively participating in learning. The faculty will mentor students in order to pass along positive attitudes towards work, community, efficiency and risk taking. The expected outcome will be graduates with a passion for life-long learning motivated by creativity, curiosity and high personal goals. The University College also intends to foster an appreciation of the diversity in Ethiopian society, a respect for gender equality and a love of the environment in which we live. Hope University College graduates will then be important contributors not only to the further development of this institution but also contributors in their workplace and to the Ethiopian society.

The vision of Hope University College is to provide quality education that produces graduates who combine knowledge, skills and values to contribute to the renewal and transformation of their society. Hope University College believes all students have an innate love of learning driven by creativity and curiosity as well as a desire to make their communities a place of hope, justice, peace and progress. The University College values each student and involves them in an educational process that develops students to their full potential.

MISSION STATEMENT

Developing leadership for a world of hope.

OBJECTIVES

The following objectives will be achieved by pursuing the mission written above. The objectives are a summary of the objectives found in the Charter of Hope University College. For each objective mentioned below, implementation strategies are given, followed by the measurement methods that will be used to show that the objectives are achieved.

Academic Excellence of Professional Staff and Students

Develop a highly competitive academic community of staff and students where there is focus on learning, inquiry, reflection, intense pursuit of knowledge and intellectual achievement that is marked not only by transfer and ingestion of knowledge but also by development of the capacity for critical thinking, personal responsibility for one's intellectual growth, skills for clear communication and keen aesthetic awareness.

Implementation strategies

- The staff will stay current in their fields by reading, use of the internet, summer professional activities and participation in seminars and then, stimulate students to follow their example.
- Students will participate in an active way through discussion during classes, critical review of literature including the textbook, giving their own opinions and applying what they learn in practical situations.
- Staff and students will work together to promote an honor code which stresses integrity and personal responsibility for one's intellectual growth and maturity.

Measurement methods

- Staff will use methods of assessment that not only test student's knowledge, but also critical thinking and skills in communication.
- Data will be kept on student achievement as well as other indicators such as use of the library and internet.

Values Maturity and Community Service

The values and attitudes will be strongly guided by personal integrity and high ethical standards that will determine professional behavior. Students will have a high regard for the public interest and place investment in the community before the pursuit of self interest. Both staff and students will be highly sensitive to the rights and obligations of the less fortunate and maintain high personal ethics, abstaining from immoral behavior, dishonesty and conduct that hurts or exploits others.

Implementation strategies

- The Office of Student Life will organize social and cultural activities that focus on or stimulate student's development of responsibility, personal integrity, public interest and contribution to the community.
- In volunteer work, work-study activities and in internships, students will develop their values, attitudes and behavior.
- The staff will work with students on their values, attitudes and behavior when they work on their competencies in assignments following the teaching philosophy of Competencies Based Education (CBE).

Measurement methods

- Students' values, attitudes and behavior can be determined by discussion during regular class time, during social activities and by evaluating their assignments and internships.
- Staff will report if a student's development in value maturity is giving problems and will ask the Office of Student Life for assistance.
- Also, the Office of Student Life will keep records of problems and difficulties among students.

Research

The University College will serve as a center of research, particularly on topics that add value to community and national development. Findings of the research will be shared with the academic community and those interested in the knowledge gained.

Implementation strategies

- Staff will spend the time available after teaching on research for their own department.
- The HUC will accept requests for research related to concrete cases taken from the communities that surround the campus.
- Staff will make their research results public by publishing articles in department magazines and in public journals related to their field. In this way they will share their findings with the academic community.

Measurement methods

- Each Faculty will keep data on: which research projects are taken from the community; which departments publish articles and how many.
- The Faculties will collect printed and digital samples of the articles published as well as teaching material from every department in which new research results are implemented.

Enabling Environment for Learning and Holistic Personal Development

The University College will provide inspiring buildings and grounds, facilities, learning resources and psycho-social settings that meet the teaching, learning, administrative and student personnel requirements with transformational impacts. An inspiring and invigorating campus will provide a spacious, refreshing and environmentally friendly setting.

Implementation strategies

- The Hope University College campus will provide and maintain facilities and grounds that create an inspiring and refreshing learning environment for students: a bright and spacious library, a dining hall, a student lounge, computer labs, language labs, technical labs, classrooms, an auditorium, and a beautiful landscape.

Measurement methods

- Through inspections by management and surveys of students and staff, the quality of the facilities and the learning environment of HUC in general can be monitored.

Linkage of the Graduates with the Job Market and Societal Needs

Students will be provided opportunities for the exploration of their interests and potential early enough so that they can pursue an area of study that is both relevant and in line with their own interests or proclivity. Graduates will be successful in finding professional work. The HUC will be engaged in an iterative process checking the validity of the institution's offerings with the changes in business and industry.

Implementation strategies

- During the orientation, students will learn about the various fields of study study and be able to select those of interest to them. The first semester schedule will acquaint students with many fields and provide an opportunity to change if desired.
- Students will participate in internships to explore their interest and potential in the job market.
- The Office of Student Life will provide career planning services for students, and a placement service connecting companies and graduates.
- The University will receive feedback about the quality and relevance of the educational program from various stakeholders and the local and global market and adjust its focus according to demands and felt needs. The Office of Student Life will maintain active data on employers from the private, public and voluntary sectors to help potential graduates.

Measurement methods

- The Office of Student Life will keep data on how students are doing in internships; on how many students find a job immediately after graduation.
- The University College will survey stakeholders and employers for advice on how to improve and update the curriculum.

Attentiveness to Nature

The University College will underscore an appreciation for the interdependence of man and nature and instill a culture of environmental friendliness. It will emphasize to the students, the restoration and renewal of nature and help develop and promote alternative energy and sustainable sources that do not degrade the environment or hamper the restoration of the same.

Implementation strategies

- Students will concretely interact with nature through the Hope University College landscape. It provides gardens

presenting endemic trees and plants to students and offering them shaded places to meet and to study.

- An Environment Club for interested students will be established by the Office of Student Life.
- Where suitable, teachers will refer in their lectures and assignments to the relevance of nature for mankind and for individual people to survive and live a good life. They can link the topics of their lectures with nature where possible.
- In subsequent years, Hope University College also has the intention to incorporate a department of Environmental Science.

Measurement methods

- The office of Student Life will survey students about their appreciation of the nature in the HUC campus. The results will be presented in reports with recommendations for the future.
- The activities of the Environment Club will show how students are involved in or how they reflect on the restoration and renewal of nature and on how to promote alternative energy resources.

INTERNATIONAL STANDARD OF ACADEMIC PROGRAMS

Hope University College will offer its students academic programs that are consistent with international standards. Therefore, emphasis will be placed on broadening education and global thinking, student participation and communication skills in the English language.

Broader education and global thinking

The Hope University College programs will provide a broad education both through course work and by organizing extra-curricular activities to develop student interest and character and arouse curiosity. The programs will focus on Ethiopian society and culture but they will also allow the students to look at the material from an international global perspective.

Student participation

Hope University College will encourage students to actively participate in the educational programs. Therefore teachers will not only give lectures but use other methods of education such as group projects and internships.

Communication skills

Focus will be on the development of communication skills of students. Students need to become professionals who are able to present themselves well in speaking and in writing. Students will cooperate with people, pooling their skills on projects that simulate their future workplace.

English language

A strong emphasis will be given on proficiency in English so that students can benefit from the unmatched volume of knowledge depicted in this language. Each class will have challenging course requirements including writing research papers, group projects and class presentation using English.

QUALIFIED STAFF

Hope University College will have teaching staff members who have advanced degrees in their teaching field. The quality of the education to be provided is very dependent on the skill and excellence of its staff members. Therefore HUC will recruit locally and internationally qualified staff members with advanced degrees who possess good credentials and appropriate experience and who are dedicated to teaching.

Important responsibilities of the local as well as expatriate HUC staff:

- Mentoring and nurturing students.
- Commitment to spend time full time at the University College refraining

from outside work when not on vacation.
- Showing genuine interest in the total development of a student and being engaged in the advice or oversight of extra-curricular activities.
- Being skilled in student centered teaching and willing to apply the same.
- Demonstrating outstanding leadership skills in a professional or scientific environment in which vision, integrity and humility are integrated and evident.
- Making an impact in the transformation of students and accepting the evaluation of others to make further improvements.

COLLEGE CAMPUS

LOCATION

The Hope University College campus is located near the capital city Addis Ababa in Lebu, Kebele 01, Nefas Silk Lafto Sub City.

SIZE

The Hope University College campus will have a maximum of 1500 students at full capacity. Because of the scale of the campus, Hope can offer its students a personal, individualized approach. There will be ample opportunities for students to interact with one another. Teachers will have a chance to personally know their students, so they will be able to assist them in their professional and personal development.

The campus provides facilities that create an inspiring learning environment for students: a bright and spacious library, a dining hall, a student lounge, computer labs, language labs, technical labs, classrooms, an auditorium, sporting facilities and a beautiful landscape.

LIBRARY

Students will have access to one of the best libraries in the country. The spacious, state-of-the-art library will have relevant, recent books, E-books and other materials to use for their studies, reserve shelves for staff and student use, and books for personal interest and development. Computers will be available in the library, giving students access to Internet information needed for research papers and documentation of sources.

The library was designed as a symbol of knowledge. The building participates in the landscape, trees rise from inside the building through the roof of the library and outside, students can sit or walk on the soft grass roof of the library. The see-through façade made from glass represents the transparency of knowledge. Walking and sitting on the roof of the library literally symbolizes the life of knowledge and wisdom that can be found in the books and computers in the library. This building provides a special place for every student, where they can find inspiration and stimulation, where they will discover new things and where they have the opportunity to study peacefully.

DINING HALL

In the dining hall students and staff can socialize over a hot drink or snack. This is a comfortable place to either eat a lunch from home or to have a meal which is provided by an outside contract service.

STUDENT LOUNGE

In the student lounge students can meet each other to study, learn from each other and establish friendships.

COMPUTER LABS

Computers labs will be used to train all students to use computers in their class work. Students are expected to use computers to write essays, research subjects on the internet and perform data analysis. Some computer labs will be available for students use when they are not in use for instruction.

Computers in the library will also be available for student use.

LANGUAGE LAB

The language lab will be equipped with computers which will be used to give students more practice in listening and speaking. There will also be computer applications for practicing language skills, listening skills, and improving grammar. Also, students can listen to their own speech and compare it to a native speaker's speech.

Science labs will also be available, beginning with a physics lab. These labs will use modern equipment including computer data acquisition systems.

CLASSROOMS

The HUC offers students classrooms with many windows creating an open and bright teaching and learning atmosphere. Educational material will be displayed in the rooms to stimulate learning. Most classrooms with be equipped with multimedia equipment for audio and video presentations and to facilitate computer presentations.

AUDITORIUM

In this assembly hall, called the Auditorium, students can come together to participate in many different social or cultural activities. Examples of these activities can be found later in this catalog, listed under Campus Life.

BEAUTIFUL LANDSCAPE

Students will walk and study in a campus with a landscape that will relax and inspire them to value their environment. The special architecture of the Library has already been described. The Auditorium has a cross-shaped plan derived from the world famous rock-hewn church of Bete Gyorgis (House of George) in Lalibela. The building is placed in a deep basin and therefore will reflect water during the rainy season; just as with the church of Bete Gyorgis. Exterior shutters will regulate the ventilation. The galleries of the buildings have walls made of bamboo which allow natural air flow when you are walking there. In three different gardens, a 'botanical garden, a 'sculptured garden' and a 'water garden' students can find shaded meeting places and the flora will demonstrate the rich biodiversity of Ethiopia. From the central corridor between the Classroom Building and the Service Centre students can experience the beauty of the landscape in the best way.

ACADEMIC DEGREE PROGRAMS

The academic programs of Hope University College are tailored to help support the development of Ethiopia by launching an integrated approach to knowledge in science and technology and social fields.

In the first term of the school year of 2011-2012 there will be two operating faculties:

1. The Faculty of Business Management and Entrepreneurship with three departments: Entrepreneurship and Management; Marketing Management; Accounting and Finance.

2. The Faculty of Information Science with two departments: Information Technology and Information Systems.

Each department will produce graduates who are internationally competitive professionals. Students will be involved in an educational process that develops their knowledge, skills and values. The strategy of instruction of Hope will give students access to up-to-date textbooks, assist them in developing good business and communication skills and provide experience in the job market by including internships in the academic program.

STRATEGY OF INSTRUCTION

Hope University College uses Competency-Based Education (CBE) as a strategy of instruction. This prepares students to be

competent professionals through gaining not only knowledge but skill. In addition, it also encourages the development of personal competencies such as accepting personal responsibility, self-regulation, intellectuality and leadership. These competencies enables students not only to "know" but to be able to "do," at the same time communicating and working effectively in a business or professional environment. Students will use knowledge from lectures to develop marketable skills as they perform realistic professional tasks in their own field of study. Some of these tasks are: doing computerized accounting and preparing financial statements, developing marketing and business plans, writing computer programs and solving computer problems, and selecting, installing and maintaining computer systems and networks. Teamwork and management of actual class projects will develop communication and problem solving skills, cooperation, responsibility, and critical thinking. Due to the way it promotes holistic human development, a competency-based approach is being adopted at Hope University College.

Graduates of HUC will make a difference by their balance of the following elements:

- Knowledge and skills
- Values and vision
- Personality and professionalism

The educational program will be characterized by increasing complexity in knowledge, skills, attitudes and competencies during all years. This is seen in the five complexitydimensions

- level of self-management of the student;
- level of professional cases to be dealt with;
- the level of knowledge (and required analytical skills) to understand a specific subject;
- the number and variety of instruments, tools and methods used to approach the subject;
- the personal dilemmas the student will have to deal with.

These dimensions challenge students as they move towards personal and professional maturity. Therefore, the curriculum integrates theory and practice and uses a multi-disciplinary approach. Furthermore, the curriculum integrates linguistic, calculatiional, analytical, synthetic, technical and ethical/philosophical tools to explore available knowledge. This process helps students develop moral and intellectual maturity for better judgment, leadership and intellectual ability.

Teaching methods

The teaching methods will fit with the strategy of CBE. Teachers will not only offer lectures focused on transferring knowledge but there will be tutorials, laboratory and workshop sessions. Group discussions, projects and assignments will be a central part of the learning-teaching process, encouraging teamwork.

Assessment methods

The assessment methods will contain not only written exams but also practical exams such as seminars, written papers, skill demonstrations, oral presentations, evaluation of workshops, laboratory work and internships. Continuous assessment means that all the work done for a class counts, not just tests!

Class size

To assure a good teaching-learning process the optimal class size will be:

- for sessions with student discussion – up to 40;
- for lecture type sessions –maximum of 80 students per class;

- for lab and skill-based courses – 24-30 students per class.

With these class sizes, personal relationships between students and professors can develop. The instructor is no longer the center of attention; students begin to take charge of their own learning, assisted by the teacher.

With CBE as a strategy of instruction, teachers will not only be available for students in lectures or other classes. They will be available during working days from 8.00 a.m. to 5.00 p.m. to assist students with their academic learning and personal development.

GENERAL GRADUATE PROFILE

Competence will be the personal trademark of all HUC graduates. All graduates will have knowledge and skills related to their own department (see the professional profiles described in each department). In addition, all graduates should also exhibit four general competencies:

1. Personal Accountability

Each student is able to take personal responsibility at work and within society at large. Students accept that they are accountable for their own actions; they can reflect on their actions critically and deal with the consequences.

2. Self-regulation

Each student is able to reflect critically on the way he or she functions as a student or professional and make adjustments in order to finish a task successfully, and can use positive or negative feedback constructively to improve himself or herself.

3. Intellectuality

Each student is able to work scientifically and use curiosity and analytical skills to develop a research question, carry out a research project applicable and valuable to his/her profession, and communicate it orally and in writing.

4. Leadership

Each student is able to lead people in the right direction with humility, consideration and respect for all, together with strategy and motivating skills. The student's integrity, work ethic and attitude of service will attract the trust and cooperation of others.

FACULTY OF BUSINESS MANAGEMENT AND ENTREPRENEURSHIP

The Faculty of Business Management and Entrepreneurship has three departments:

- Entrepreneurship and Management;
- Marketing Management;
- Accounting and Finance.

Entrepreneurship and Management

Entrepreneurship and Management is an interdisciplinary field of study that combines management, finance, marketing, business organization and leadership. The relation with leadership brings in a new aspect to the interdisciplinary approach to business management.

Ethiopia has been developing rapidly during the last 10 years, resulting in an increase in international marketing and the establishment of many small enterprises. Furthermore, small enterprises develop into bigger companies with an increasing number of capital transactions and involving increasingly complex situations. As a result, problems arise in the areas of securing finances to establish and run companies, dealing with a lack of entrepreneurial and management competence, finding the markets and distribution networks and getting needed technological knowhow. These problems can cause major bottlenecks. More complex questions arise in providing these organizations and their managers with financial statements, forecasts and advice. Therefore, the Ethiopian market has an

increasing demand for innovative, creative, well-educated entrepreneurs and managers.

Professional Profile

A graduate of the department of Business and Entrepreneurship will have knowledge and understanding of:

- Financial analysis and use of information systems.
- Business operations and how they function to reach business goals.

A graduate in this department will have the following skills:

- Entrepreneurial ability: observing opportunities within a business environment and ready to take risks to turn opportunities into reality, using innovative approaches and creativity, understanding the vital role of small business to the nation's economy.
- Managerial capacity: being able both to participate in and to lead a project in a results-driven approach.
- Financial quantitative analysis: translating processes, events and business transactions into quantitative data using modern tools and information systems; creating financial accountability by analyzing financial data, preparing reports, budget plans and forecasts to aid management in financial decisions.
- Ability to design and run modern systems of cost and managerial accounting that enable private and public organizations to control the costs of their products and services, and to understand the importance of cash flow and keep track of it.
- Guidance capability: helping people to find or regain professional skills by listening, summarizing and interviewing and improving the human resources of the organization.

Career Possibilities

Positions available to the graduates of the Business and Entrepreneurship department are: Entrepreneur, Business Manager, Distribution Manager, Financial Analyst, Inventory Control Manager, Technical Salesperson, HR Manager, Productivity Analyst, Purchasing Manager, Quality Control Manager, Safety Manager and Systems Analyst.

Marketing Management

Marketing Management is an interdisciplinary field of study that combines marketing, strategy, business organisation and leadership. The relation with leadership and entrepreneurship brings in a new aspect to this interdisciplinary approach to marketing.

Because of the increasing size and complexity of the Ethiopian economy, more complex questions arise requiring organisations and their managers to perform marketing research, and seek new concepts and strategic advice. Therefore, the Ethiopian market has an increasing demand for qualified people to do this research, provide competent advice and develop innovative management and marketing strategies.

Professional Profile

A graduate from the department of Marketing Management:

- cares for ethical values, and provides a leadership role model in national, regional and local development with a clear understanding of the country's values and needs related to management;
- uses different theories, quantitative tools and models to understand and explain processes, trends and patterns related to the business environment and consumer behavior;
- is capable of working with efficient and effective modern tools and information and communication systems (ICT) in preparing marketing

strategies, budgets and forecasts, financial statement and managerial information for decision making and to solve managerial problems;
- conducts marketing research and writes strategic reports, which are beneficial to society and presents the results in a clear and coherent manner;
- understands the vital role of small business to the nation's economy and understands how a firm's human resource practices foster or hinder company innovation and growth;
- displays the general competencies of personal accountability, stewardship, intellectual achievement, leadership; and the business competencies of: a methodical approach of business cases, consulting capability, managerial capacity, formal procedural judgment ability, financial-quantitative discernment, and guidance capability.

Career Possibilities

Positions available to the graduates of Marketing Management Department are: Marketing Research Assistant, Product Manager, Marketing and Sales Manager and Strategic Marketing Manager.

Accounting and Finance

Accounting is an interdisciplinary field of study that combines accounting with business operations and leadership. The relation with leadership brings in a new aspect to this interdisciplinary approach.

Ethiopia's rapid development has increased its involvement in international business and previously small companies have grown into big ones. This leads to an increasing number of capital transactions, and some involve large amounts of money and risk. As a result, complex situations arise that require these companies and their managers to use financial statements, forecasts and financial management strategies to make wise decisions. Therefore, the Ethiopian market has an increasing demand for financial controllers and advisers, accountants and treasurers.

Professional Profile

A graduate from the department of Accounting and Finance will be able to:

- design and run modern systems of cost and managerial accounting that enable private and public organizations and enterprises to determine and control the costs of their products and services;
- analyze and carry out the process of fundraising and investing in order to run and establish enterprises for sustainable development in the Ethiopian economy;
- apply ethical values and provide a leadership role model in national, regional and local development with a clear understanding of the country's values and needs in finance and accounting;
- use varied theories and models to understand and explain processes, trends and patterns in the financial and managerial environment;
- use efficient and effective modern tools , including information systems, in preparing budgets and forecasts, financial statements and managerial information to assist the management in decision making;
- participate in internal and external audit work and prepare audit reports.

Career Possibilities

Positions available to the graduates of the Accounting and Finance department are: Auditor, Accountant, Financial Controller, Financial Adviser, Treasurer and Certified Public Accountant (CPA).

FACULTY OF INFORMATION SCIENCE

The Faculty of Information Science has two departments:

- Information Technology and
- Information Systems.

Information Technology

In the current information age, Information Technology (IT) plays a critical role in the social and economic advancement of developing countries like Ethiopia. There is a great need to adopt Information and Communication Technology (ICT) as stipulated in the development goal of the country in order to deliver quality services, facilitate business processes, and advance the social welfare of the society. This, in turn, requires deploying an IT infrastructure, staffed with well-qualified and trained people, who can play a significant role in managing this infrastructure and giving customer support to assure its effective use. As a consequence, this B.Sc. program is designed to produce graduates in Information Technology capable of implementing IT infrastructure principles, providing good management and support.

Professional Profile

A graduate from the Information Technology department is expected to have a wide range of abilities and skills as described below.

- current technical concepts and practice in the core information technologies.
- analyze, identify and define the IT requirements that must be satisfied to address problems or opportunities faced by organizations or individuals;
- design effective and usable IT-based solutions and integrate them into the user environment;
- identify and evaluate current and emerging technologies and assess their applicability to meet the user's needs;
- analyze, adopt and demonstrate IT best practices, standards and their application;
- collaborate in teams to accomplish a common goal by integrating personal initiative into group cooperation;
- communicate effectively and efficiently with clients, users and peers both verbally and in writing, using appropriate terminology;
- implement, maintain and manage information technologies, Web based systems, data and database systems and services.

Career Possibilities

Positions available to Information Technology Department graduates are: IT Manager, Data Communications Manager, Computer Systems Manager, Database Administrator, Website Designer and Manager.

Information Systems

Information is increasingly becoming a key strategic resource for effective and sustainable development of any type of organization in our contemporary society. Recent advancements and applications of information systems and communication technologies have transformed the structure of international and national economies, leading to new methods and practices in most business systems and academic institutions. Schools of Information Studies (IS) and Technologies (IT), including those in developing countries, have long recognized this fact and introduced information systems into their curricula.

Professional Profile

A graduate from the Information Systems department will have a solid academic base in Information Technology together with an understanding of applications in business and other fields.

A graduate will have knowledge and understanding in the following major areas:

- theoretical background in the functioning of computers and application of computers to business and other disciplines;
- understanding of computers and communication systems, including basic systems analysis and design, network design, database development, implementation and management;
- knowledge of basic principles of IS-based business information processing;
- knowledge of organizational behavior and business principles;
- principles of the different approaches to computer programming and algorithm development to solve real world problems.

A graduate will have the practical skill and transferable skills to:

- analyze, design, develop, manage and evaluate business information systems and multimedia sources from varied perspectives;
- provide information system/ technology consultancy services;
- solve problems in business enterprises through application of information communication technology and development of decision support information systems;
- plan and execute projects related to information systems development and resources and services;
- manage and write computer programs using different technologies to solve information-related problems like storage, retrieval and management of information.

Career Possibilities

The program prepares students for professional careers in the rapidly expanding field of computer-based business systems. Typical areas of employment for graduates include: Data Base Analyst, Systems Analyst, Manager of Information Systems, Hardware or Software Sales Representative, Technical Salesperson, Systems Consultant and Information Analyst.

CAMPUS LIFE

The University College operates several services to attend to the well-being, safety, protection and support of students, to enable all students to realize their goals as students and as future professionals and leaders.

ORIENTATION PROGRAM

Students will be given a full orientation on what is expected of them, what they can expect from the University College and the various processes and steps that they need to take in meeting requirements and standards. Students will be challenged to live a safe and productive life and they will be required to live by certain behavioral standards of conduct in caring for themselves and relating to others so that they can benefit from the opportunities available to them. At the end of the orientation, students will sign the Student Code of Conduct of Hope University College. After the orientation, support will be ongoing, to assist students with their adjustment to the new realities and critical issues that may crop up in the course of student life.

GUIDANCE AND COUNSELING

- The Office of Student Life will provide guidance to students in areas that contribute to their character development and interpersonal relations.
- The Office of Student Life will assist in providing counseling service to students who have difficulty focusing on their studies or relating to others. If a student requires professional help, the student will be helped to seek professional help at their own expense. A female counselor shall be

available for women and a male counselor for men.
- Counseling confidentiality will be handled in a professional and ethical manner.

SOCIAL CULTURAL ACTIVITIES

Hope University College promotes a student life philosophy that regards out of class experiences as an extension of the classroom in order for students to develop in mind, body, spirit and community life. While students will have engaging class room experiences, the University College will also offer a number of out-of-classroom activities and programs to engage students with well-planned and supervised arrangements. Participation in out-of-classroom activities is encouraged but not required.

Examples of supervised out-of-class activities and experiences the HUC plans to have are:

- sport activities described above in the sporting facilities section of the Campus;
- choir singing of Christian music;
- English film afternoons;
- chess;
- drama group;
- English lounge;
- open fellowship in the Auditorium;
- Bible study group;
- debates with guest speakers.

Also the following clubs may be established:

- Culture Club with excursions to cultural and historical sites in and around Addis Ababa;
- Environment Club;
- Virgin Club;
- Young Writer's Club;
- Community Service Club.

Guest speakers and entertainers will be invited from time to time. Guest speakers can be known scholars who give a lecture or simply role models who are invited for their positive impact on students' character. Guest speakers and entertainers should reinforce our values, mission and objectives.

Time Schedule of Activities

Most of the social, cultural and sports activities will be held between 3 and 5 p.m. so students can attend classes in the morning and early afternoon and are able to return home early in the evening. Some activities may be held on the weekends.

VOLUNTARY ACTIVITIES

The university will engage students in voluntary activities to give them learning opportunities. This would mean involvement in activities such as guest hosting, debriefing, office work, teaching aids, managing meetings, ICT assistance, planning and scheduling. These real life interactions will all be under supervision, and activities will be evaluated to see how students have benefitted.

Students may also participate in a number of functions at the University College as volunteers, just as various people have volunteered their means, skills and material to build and operate the University College for them. The Dean of Student Life shall match student interests with places to volunteer within or outside of the University College. Teachers who are involved in community service activities outside of class may have interested students join them in community service.

EMPLOYMENT OPPORTUNITIES

Work-study arrangements have a special place in character development beyond the income that emanates from them. They challenge students who have never needed to work to take the initiative for self-direction and support. Work-study also challenges the negative attitudes of many towards physical labor. The University College is interested in developing students' work ethic and in engendering a spirit of self-reliance through honest hard work and an 'I can do it' attitude

and confidence. To the University College, work-study can also be a valuable opportunity to enhance students' career development, opening up the opportunity to learn new skills and the ability to work with other people. The work-study program will have such work opportunities in areas as cleaning, repair work, painting, grass cutting and watering, hauling, clearing, trash collection, and so forth. For those physically unable to handle manual labor, clerical work may be arranged.

Work study will be arranged on a part-time basis. Priority will be given to students that have verifiable financial needs and wish to earn some income by working on campus.

First Aid Service

First aid will be available in the campus. However, both students and staff are encouraged to use the community's medical services to attend to more serious medical issues.

Career Planning and Placement

The Office of Student Life provides career planning services for students, and a placement service connecting companies and graduates. It also provides training on how to search for jobs, prepare CV's and have successful interviews. It maintains active data on employers from the private, public and voluntary sectors to help potential graduates.

Women's Affairs

Considering the disadvantages women experience, the Office of Student Life will serve as a source of support and counseling and a place where female students can bring their complaints for resolution. It will serve as a ready resource for potential and actual crises that female students face and can take such matters as abuse and harassment to the law. It will schedule various activities to empower female students and address constraints to their learning experience at the University College. Furthermore, it will recommend ways to recruit women students and reduce attrition of those already enrolled.

International students

Hope University College will accept international students from various countries based on transfer of equivalent course credits. The Dean of Student Life will handle their student visas, orientation and counseling as necessary. International students will abide by the same code of conduct and be treated in the same way as Ethiopian students. All services of the University College are open to them. In order to engender cultural exchange and interaction, the Dean of Student Life will have programs that interest both international and Ethiopian students.

Facilitation of Disabled Students

Hope University College is designed and built to facilitate the easy movement of disabled students. Providing access to all facilities the University College will enable the full participation of disabled students in class and out-of-class learning and growing experiences. The Dean of Student Life will be the reference office for disabled students.

Security Facilities

In addition to guidance and counseling, the campus provides physical security facilities. For example, there will be a fence, guards at the entrance and the obligation for every student, staff member and visitor who enters the campus to show an ID.

HIV and AIDS Policy

In accordance with Ethiopian law, Hope University College will not discriminate against existing or potential students and staff members who have HIV and AIDS or are suspected of having HIV and AIDS, based on the recognition that HIV is not transmitted by casual contact, that stigmatization is contrary to our values and is subsequently a factor in the spread of the pandemic.

Hope University College shall:

- give education about HIV and AIDS and other sexually transmitted infections (STI) to its students and staff on a regular basis;
- protect individuals on campus, with HIV AND AIDS, from harassment;
- ensure the right of individuals with HIV AND AIDS to privacy;
- provide counseling to students and staff on HIV and AIDS and assist in directing people where they can have voluntary testing and treatment;
- engage in the teaching of abstinence until marriage and thereafter faithfulness to one's partner and other protective steps as measures of prevention.

NON DISCRIMINATORY POLICY

As an organization of inclusion, Hope University College will never discriminate against a student or a staff member on the basis of religion, socioeconomic status, disability, ethnicity, political affiliation, gender or any other mark of distinction save merit as regards the staff, and need as regards students.

If a student or a staff member feels discriminated against, they should make a complaint to the Dean of Student Life. All complaints will be confidential.

DISABILITY POLICY

- Hope University College is committed to the inclusion of people who have physical and cognitive disabilities.
- If a student or a staff member feels discriminated on account of disability, he or she must direct his/her complaint to the immediate supervisor. All immediate supervisors shall examine the allegation right away and if corroborated shall communicate the matter to their immediate supervisor for rectification as well as disciplinary step against the staff member (s) who caused the discrimination.
- In case of those applying to be students, Hope University College shall give priority to the disabled considering their added disadvantage over the other applicants to any of its programs. It shall also seek the disabled, to let them know of opportunities of assistance and to apply for consideration.

ADMISSION REQUIREMENTS AND PROCEDURES

Application for admission to Hope University College can be made at the campus or by mail by first downloading the application form from the University website. The opening and closing dates for application are shown on the Academic Calendar, and will be available on the website. Persons applying for admission must provide evidence that they satisfy the Minimum Requirements.

MINIMUM REQUIREMENTS

- A completed application form.
- An official record of all high school work and certificate of graduation from schools that are accredited as preparatory high schools by the Ministry of Education or the equivalent.
- Satisfactory performance on the Ethiopian Higher Education Entrance Certificate Examination (EHEECE) as certified by the Ministry of Education or any other accredited school leaving examination.
- A record of any university or equivalent work completed.

The application will be reviewed by the Admissions Committee and if the minimum requirements are satisfied, the person will be invited to come to the campus for testing and

an interview. The purpose of the testing is to show that the applicant has the basic skills in English reading and writing needed to be successful in the Hope University College program. The purpose of the interview is to find if the applicant reflects the University College Student Profile shown below.

STUDENT PROFILE

- Passion for academic achievement and commitment to utilize opportunities in the University College.
- Willingness to live by the intellectual demands, personal care, restraint and discipline, interpersonal maturity and Student Code of Ethics set by the University College.
- An openness to change through learning, adaptation and personal growth, casting aside old habits and attitudes that are not constructive and taking on new values that are positive, fulfilling, enlightening and full of hope.
- A willingness to be transparent and honest about one's problems and to seek support without delay.
- A willingness to interact with others with respect and consideration and to avoid behavior that may infringe on or disturb others.

After the results of the test and interview are evaluated by the Admissions Committee, the candidate will be notified of the decision. This will normally occur within a few days. When students meet the admission requisites and a decision is made to admit them, a letter of admission will be written to them by the Registrar welcoming them to the university college.

Applicants should make every effort to complete this admission process before the First Orientation (see calendar). This first orientation provides students with information about the Academic Program and then allows them to express their preferences for departments of study. By the end of the orientation students shall also sign a covenant, which gives their agreement to live by the expectations and Student Code of Conduct of Hope University College. This Code of Conduct can be found later in this catalog in the chapter on Academic Policies and on the university's website.

STUDENT RECRUITMENT

Hope University College will have a full time day study program and part-time evening study program. During the day program, the university college will target two types of applicants for admission. These are needy applicants under the assistance of the Ladders of Hope of Hope Enterprises and other needy applicants from various high schools in Ethiopia who will be admitted on sponsorships or student loans; and other applicants that qualify from anywhere else in Ethiopia and in the rest of Africa on a full fee pre-payment basis. During the evening, the university college will admit fee payers.

READMISSION AFTER DISMISSAL

Students who have been dismissed for good due to academic deficiencies may not seek readmission into the program from which they were dismissed. A dismissed student may apply for admission to a different program subject to availability of space and payment of tuition and other fees that are applicable at the time of admission. Readmission applications must be submitted to the Office of the Registrar before the due date.

ADVANCED STANDING ADMISSION

Students may apply for advanced standing admission if they:

- have completed a minimum of one academic year of study in an Ethiopian institution of tertiary education that is recognized by the Ministry of Education or in a foreign institution of tertiary education that is recognized by the University College;

- meet the special requirements of the faculty or department they are applying to and these requirements have already been approved by the relevant bodies of the University College and have been communicated to the registrar well ahead of the dates of application;
- accept the calculation of credit equivalency as per the University College's scheme.

Also, academic commissions must have drawn up programs of study for students admitted on an advanced standing basis that will lead them to qualify for the diploma or degree sought.

TRANSFER OF STUDENTS

Admission of transfer students shall be clear, transparent, competitive and fair. Applications for transfer will be considered on the basis of availability of space and facilities and they are only provided if the student has obtained grade levels that would normally be required of students for enrollment into the department concerned.

Eligibility for Transfer

Students who have passed the Ethiopian Higher Education Entrance Certificate Examination (EHEECE) and have been enrolled in one of the universities or university colleges or colleges in Ethiopia accredited by the Ministry of Education at the time of the student's attendance, or in any other university accepted by the Ministry of Education, qualify for transfer as long as they were not dismissed from their previous institution for any reason. Students applying for transfer have the burden of providing authentic and relevant evidence which proves their case to the satisfaction of the Registrar.

Involvement of Institution of Origin

Hope University College, as an institution of destination whose academic services are sought by the student requesting transfer, will determine whether the transfer is accepted, without the need for approval of a transfer request by the institution of origin.

Procedure of Transfer

- The application must be completed and returned to the concerned faculty by the beginning of the semester in which enrollment is requested.
- Documents to be included along with the application for transfer are: original document with the student's score in the Ethiopian Higher Education Entrance Certificate Examination, and an official transcript from the student's previous institution.
- Upon receipt of the application the Academic Commission of the concerned faculty will make its reasoned decision, either permitting or denying transfer within two weeks following the commencement of classes.
- A student whose application for transfer has been rejected has a right of appeal to the Vice President for Academic Affairs, whose decision will be final unless the President moves to use his discretion in this regard.

Transfer of Credits

The Academic Commission of the faculty to which a student applies has the jurisdiction to assess courses of a transfer student and accept or reject them in part or in full, based on the scheme of credit equivalency set by the University College. Following its assessment, the Academic Commission of the concerned faculty shall inform the receiving department of the accepted courses and credits and the transfer shall be complete if the student accepts their decision.

Internal Transfer of a Student

A student may transfer from one department to another department upon satisfying the following conditions and procedures:

- The transfer will depend on availability of space and facilities in the receiving department and the transfer applicant must have the course prerequisites needed for studies in the receiving department.
- Students dismissed from their previous department shall not be eligible for transfer into another department of the University College. **Contradicts p.21 Readmission after Dismissal**
- A student transfer application form must be completed and returned to the concerned department any time before the commencement of classes for the semester into which enrolment is requested.
- A decision either permitting or denying transfer shall be made by the head of the receiving department. The deadline for transfer is within a month from the start of the semester in consultation with the academic advisor.
- A student whose application for transfer has been rejected has a right to appeal to the Vice President for Academic Affairs, whose decision shall be final.

FEES ,DEPOSITS AND FINANCIAL AID

"Specific fees will be listed on a separate sheet and also on the HUC website."

STUDENT FEES

Structure and Rate Setting

Besides the costs of tuition, there will be an application fee, graduation fee, transcript fee, text book loan deposit and library deposit. There may be other fees and deposits that apply to special activities. The schedule of fees and deposits will be available before the opening of the application process on a separate sheet and also on the HUC website.

Settlement of Account

All payment arrangements for fee payers must be made before the student is allowed to attend classes.

Students will not be issued their diploma and transcripts until they clear their accounts after graduation. For purposes such as employment, only unofficial copies of their credentials will be given to them, pending the completion of their payments to the University College.

Liability and Credit for Withdrawal from the University College

If a student, admitted on the basis of need with full sponsorship, withdraws without completing the semester, all or part of the fees will be returned to the sponsor. The details on the amount of refund will be included in the agreement with the sponsor.

Damage Recovery

Students will be charged for damages to any University College asset that they deliberately caused, based on a value estimated by the University College.

FINANCIAL AID

Sponsorships

The primary recipients of the University College sponsorships are needy persons with a high capacity to learn. Need is ascertained by a committee constituted of local government agencies and representatives from the poor. Students' capacity to learn is assessed in terms of performance in school and through interviews. The University College will do its best to find sponsorships to cover tuition, and room and board expenses. Needy students are also encouraged to come up with their own sponsors such as other charities, companies, governmental agencies and individuals.

Loans

For those for whom sponsors have not been found, arrangements for a student loan may be made provided a student signs for a loan,

is committed to pay back the loan and there are sufficient funds in the loan account to enable the coverage of expenses. All loans must be repaid within 5 years of graduation.

Tuition and Deferred Payment (Student Loan)

Financial aid may be available to needy candidates in the form of deferred payment for the cost of tuition less the subsidy that may be applied from sources such as donations and income generation. The deferred payment on the subsidized tuition will be considered as a student loan and must be repaid within 5 years of graduation.

Allowance for Room and Board

The University College will do its best to find sponsorship for living allowances (room and board) for students who have been supported by the programs of the Ladders of Hope. Needy persons recruited from the community may benefit from sponsorship if there are more sponsors than needy persons from Hope.

DEGREE REQUIREMENTS

GRADUATION REQUIREMENT

Graduating students will be awarded a Bachelor of Arts degree after three years in the Departments of Business Management and Entrepreneurship if they fulfill the following requirements:

- A minimum of 108 credit hours;
- A minimum Cumulative Grade Point Average of 2:00;
- A minimum Cumulative Grade Point Average of 2:00 in core courses;
- No F, NG, I, in any course;
- Compliance with the regulations of the University College.

Graduating students will be awarded a Bachelor of Science degree after four years in the Departments of Science and Technology and Information Science if they fulfill the following requirements:

- A minimum of 142 credit hours;
- A minimum Cumulative Grade Point Average of 2:00;
- A minimum Cumulative Grade Point Average of 2:00 in core courses;
- No F, NG, I, in any course;
- Compliance with the regulations of the University College.

ACADEMIC POLICIES

ACADEMIC HONESTY

The purpose of a university education is to prepare each student for a fulfilling career and to be the best person he or she can be. This can only happen when all students study hard to master their coursework through their own study, and as a result can do a good job in their profession. Students who pass a course by cheating or plagiarizing will not have the knowledge and skill needed to do that work: Those students are cheating themselves and their employers, patients, clients, customers-and parents. So, we urge all students to commit themselves to serious study and honesty in their coursework, so they will not be tempted to cheat.

HUC has also put several measures in place to discourage students from cheating. A large part of students' grades is based on continuous assessment: quizzes, homework assignments, term papers, classwork, tests, project work and oral presentations. This work will develop professional skills, add to students' knowledge, and decrease the importance of final examinations.

Also, during examinations, students are warned that the following are not allowed: copying another student's work, allowing someone to copy your work, bringing in notes or getting a copy of the exam, sharing information during the exam via oral, written, symbolic or other means, including mobile phones, or taking an exam for another

student. These rules also apply to class tests and quizzes. If it is determined that a student has cheated, the student will get zero for that test or exam, and will receive a written warning. A second case of cheating will cause a student to be suspended for a year.

Written assignments give students an opportunity to put their own ideas together with information learned from class and individual study. Writing helps people think more clearly, and improves their ability to express their ideas, as well to improve their English. Writing is not always easy, but it is a skill every student must develop, since almost every job requires writing, and you must write well to advance in your career.

In writing, students must avoid *plagiarism*. Plagiarism includes: turning in someone else's work, or including some of it, pretending it is your own. It includes copying information from a book, magazine, article, or an internet source and putting it into your work without giving the source. It is a major problem in colleges and professions, and it is dishonest. Students must: (l) put information from other sources into their own words, and also (2) students must give credit to the writer, or other source by documenting the source in their papers. In class, students will learn how to paraphrase and summarize and properly document sources. It is important to learn how to do this, *and* to do it. Students cannot have another person edit their writing; they are responsible to edit their own writing. Students will normally get a zero for any assignment that includes plagiarism. So, commit yourselves to use your writing assignments to become a good writer!

STUDENT GRADING SYSTEM

Letter Grades

Student proficiency in a course is recorded by letter grades. The grading system is a five point grading system ranging from A to F and the respective grade points are presented below.

Grade	A^+	A	A^-	B^+
Value	4.00	4.00	3.75	3.50

Grade	B	B^-	C^+	C
Value	3.00	2.75	2.50	2.00

C^-	D^+	D	D^-	F
1.75	1.50	1.00	0.75	0.00

A = excellent
B= very good
C = satisfactory
D= unsatisfactory or nearly failing
F= fail

Grade Determination

The assessment method for each course is given in the Course Description of the Curriculum. Final grades shall be submitted by an instructor to the department chair and will be reviewed and endorsed by departments. A copy of grade report sheets for all courses shall be kept by the department. Grades shall officially be posted by student number by the department or the faculty

Once grades are submitted, they are final and will not be changed except in cases of administrative error. If students believe an administrative error has occurred, they can petition the Department for a review. Grades will not be changed by allowing students to do additional work or by taking an additional exam, or by using criteria other than those applied to all students in the class. Additional information about the grading process can be found in the Manual and Procedures of the university.

Calculation of grade point average

A grade point average is determined by dividing the total number of grade points earned by the number of credit hours taken. The grade points earned for a class is the product of the credit hours and the grade value shown above.

Non Grade Administrative Marking

The following are marks that denote non grade status for a course at the University College with meanings such work in progress, drop out status, dismissal etc.

- "I"(Incomplete) may be given by an instructor for a student who, because of illness or of other reasons beyond his/her control, fails to complete the course. The student must complete the work within a year or the grade will become an F.
- "W" (Withdrawn) may be given by the department chair for a student who has formally withdrawn from the program within eight weeks after the beginning of a semester or two weeks after the beginning of a summer school.
- "NG" (No Grade) may be given to a student who stops attending a class without obtaining a "W".
- All required non-credit work shall be recorded with a grade of "P" (pass) and "F" (failure) but neither shall be included in the computation of the GPA.

REPEATING COURSES

Students who fail to obtain a C or better in a course are allowed to retake the course to improve their grade. However, these students must make their own arrangements for retaking the course. University courses offered in the summer or evening are available to these students but they are responsible for any fees. If a course is a prerequisite for another course, the other course cannot be taken until the student achieves a passing grade.

STUDENT ORGANIZATIONS

Since training in citizenship and democratic culture is an important facet of student development, the University College will provide for the establishment of student organizations within the campus, for students to address their concerns or engage in cultural or other interests under the supervision, advisement and support of the Dean of Student Life. Student organizations will have two branches: the Student Parliament and Student Clubs.

STUDENT PARLIAMENT

The University College will have a Student Parliament so that students can address issues of immediate concern within the University College such as academic affairs, student life and appointment of representatives to the Senate and the Student Ethics Panel.

The Parliament will be formed by a democratic process involving a campaign followed by an election. Representation shall be by year with the students of each year being represented by six students. The term of office of a representative is one year and a representative can be re-elected for one additional term.

The Parliament will have a session once a month with the time to be determined by the Dean of Student Life. The place of the Parliament shall be on the campus of the University College. During the first session of Parliament in an academic year, it shall elect officers by simple majority from the members. The Office of Student Life shall assist the Student Parliament in writing the constitution within the general framework of the Charter of Hope University College. The officers of the Parliament shall be speaker, secretary and treasurer and their term of office is one year with an allowance to be elected again but for only one additional term.

STUDENT CLUBS

The University College shall promote a variety of student-led clubs that enrich student life on campus. Participation in these democratic institutions prepare students to lead in future development of community organization, which are so important in

improving or transforming a society. The Office of Student Life shall register these associations, provide them with resources to function and guidelines for forming democratic organizations.

STUDENT ETHICS PANEL

The Student Ethics Panel shall adjudicate complaints against a student, a group of students or a registered student organization brought by another student, the University College, a member of the staff of the University College or a member of the outside community. The panel will have three voting members and two non-voting members of good academic standing. The voting members shall be appointed by the President of the University College from the university staff following recommendations by the Senate. The non-voting members shall be one female and one male student as appointed by the Student Parliament.

The Senate will establish the rules and procedures for the panel following the recommendation of the Dean of Student Life. The panel will be advised by a judicial advisor who is a staff member appointed by the Dean of Student Life, and will use the secretarial help and facilities of the Dean of Student Life to receive written complaints, write and send summons, register minutes of hearings and decisions and file all proceedings.

STUDENT'S RIGHTS

- Learn, inquire, understand and know.
- Participate in a free exchange of ideas in an open and enabling academic environment.
- Access to student services that are provided by the Hope University College.
- Evaluate instructors on courses and training in a format and modality as provided by the Hope University College.
- Have non-voting representation in certain organs and committees of the Hope University College in accordance with the provisions written down in the Charter of the University College.
- Give suggestions in the preparation of bylaws, regulations and directives pertaining to administrative matters as well as in the review and development of curriculum.
- Have full protection from unfair treatment, abuse and exploitation and the right to register complaints against another student, student organizations or groups, the university college or the staff thereof
- Have full right to fair assessment of their work.
- Have the right to due process in the student ethics panel of the university college.
- Have the right of access to any program of student life and to any academic discipline that one is qualified for.
- Have the right to get explanation from one's faculty member about a course that one is attending.
- Have the right to register complaints about one's grade.
- Have the right to say no to any imposition or encroachment on their persons, and to report the same to people whom they trust for administrative or legal recourse.

STUDENT'S RESPONSIBILITIES

- Adhere to the Student Code of Ethics and the terms of covenant that is established with the University College.
- Observe the rules and procedures of Hope University College and respect the laws of the greater community.
- Make proper use and care of the property of Hope University College.
- Refrain from unlawful and unethical practices such as instigation of violence, hate, speech, theft, etc.

- Respect fellow students and staff and work with all of them in a cooperative and becoming spirit.
- Respect and honor the demands of academic rigor and the framework of student life.
- Maintain a moral stature that protects one's life and dignity as well as those of others.
- Have a balanced life and a balanced outlook being open to the views of others and tolerant.
- Be committed to the university college's emphasis on service to others.
- Fulfill the academic stipulations that are placed on one.
- Attend to one's self care in ways that is expected by the university college and that does not adversely affect one and others in the university college community.
- Respect the dress code, rules regarding the Internet and expectations of sexual abstinence and prohibitions regarding substance use of the University College.
- Respond to the Student Ethics Panel as summoned for any complaint registered therein and to any official of the University College truthfully and promptly.
- Fulfill one's obligations to the University College and its members.
- Attend classes unless for absences excused by pertinent officials.
- Take part in student life programs and activities as part of one's learning competency.
- Represent the values, standards and vision of Hope University College in the greater community.

STUDENT CODE OF ETHICS

The Student Code of Ethics, also known as student code or code, applies to any student enrolled at the University College, groups or registered organizations of students.

Complaints about violations of any of the code can be brought to the Student Ethics Panel against a student, student group or student organization by a student, student group, student organization or university staff. Those who register complaints with the Student Ethics Panel are called complainants.

Breach of any of the code by a student shall lead to disciplinary sanctions up to and including dismissal:

Acts of dishonesty, illegal or disruptive behavior, including but not limited to the following:

- Cheating in exams, plagiarism, or other forms of academic dishonesty.
- Furnishing false information to any staff member of the university college office.
- Forgery, alteration, or misuse of any document and record or the university college or instrument of identification.
- Getting oneself misrepresented by someone else in any of the academic or non-academic activities of the university college.
- Attempted or actual theft of and/or damage to the property of the university college or other personal or public property.
- Abuse or mishandling of university college assets such as books, computers, furniture, laboratory equipment, plants, etc.
- Damaging and defacing the assets of the university knowingly and being involved in graffiti in the university college.
- Unauthorized possession, duplication or use of keys to any university college premises.
- Participation in a campus demonstration that disrupts the normal operations of the university college and infringes on the rights of

other members of the university college community.

- Leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction that unreasonably interferes with freedom of movement on campus.
- Failure to comply with directions of the officials of the university college or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
- Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other university college activities, including its public-service functions on or off campus.
- Dissemination, whether by oral or written means, of defamatory material concerning any other member of the university college community.
- Pressuring or engaging any one to do one's work and causing or creating hurdles or danger or harm to stop any member of the university community from undertaking one's normal activities or efforts of excellence within or outside of the university college..
- Violation of published university college policies, rules or regulations including, but not limited to, rules imposed upon students who enroll in a particular class or program.
- Violation of federal, state or local law on the premises of the university college or at activities sponsored or supervised by the university college.
- Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person.
- Endangering the mental or physical health or safety of a student.
- Acts of sexual harassment, intimidation, bullying and abuse against another student or staff member.
- Being engaged in illicit behavior such as prostitution, smuggling
- Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on the premises of the university college.
- Use, possession or distribution of narcotic or other controlled substances like chat in the premises of the university college.
- Being under the influence of alcoholic beverages on the premises of the university college.
- Use of tobacco while being a student.
- Using foul expressions in and outside of campus.
- Reading, using or handling pornographic material and passing the same to others.

Theft or other abuse of computer time, including but not limited to:

- Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
- Unauthorized transfer of a file.
- Unauthorized use of another individual's identification and password.
- Use of computing facilities to interfere with the work of another student, official or faculty member of the university college.
- Use of computing facilities to send obscene or abusive messages.
- Use of computing facilities to interfere with normal operation of the university college's computing system.
- Use of the rooms and grounds of the college for purposes other than those provided by the college.
- Misusing or abusing the facilities, equipment and tools of the college.

- Violation of the university college's computer and Internet Use policy.

Abuse of the Judicial System, including but not limited to:

- Failure to obey the summons of the university college's judicial system: student or staff ethics panels or official or any other judicial body of the university college.
- Refusing to receive and acknowledge receipt of any official document such as summons, warnings, notices, letters, etc.
- Falsification, distortion, or misrepresentation of information before student or staff ethics panels.
- Disruption or interference with the orderly conduct of a judicial proceeding.
- Initialing a judicial proceeding knowingly without cause.
- Attempting to discourage an individual's proper participation in, or use of, the judicial system.
- Attempting to influence the impartiality of a member of a judicial body prior to, during and/or after a judicial proceeding.
- Failure to comply with the sanction(s) imposed by any judicial body of the university college.
- Influencing or attempting to influence another person to commit an abuse of the judicial system.

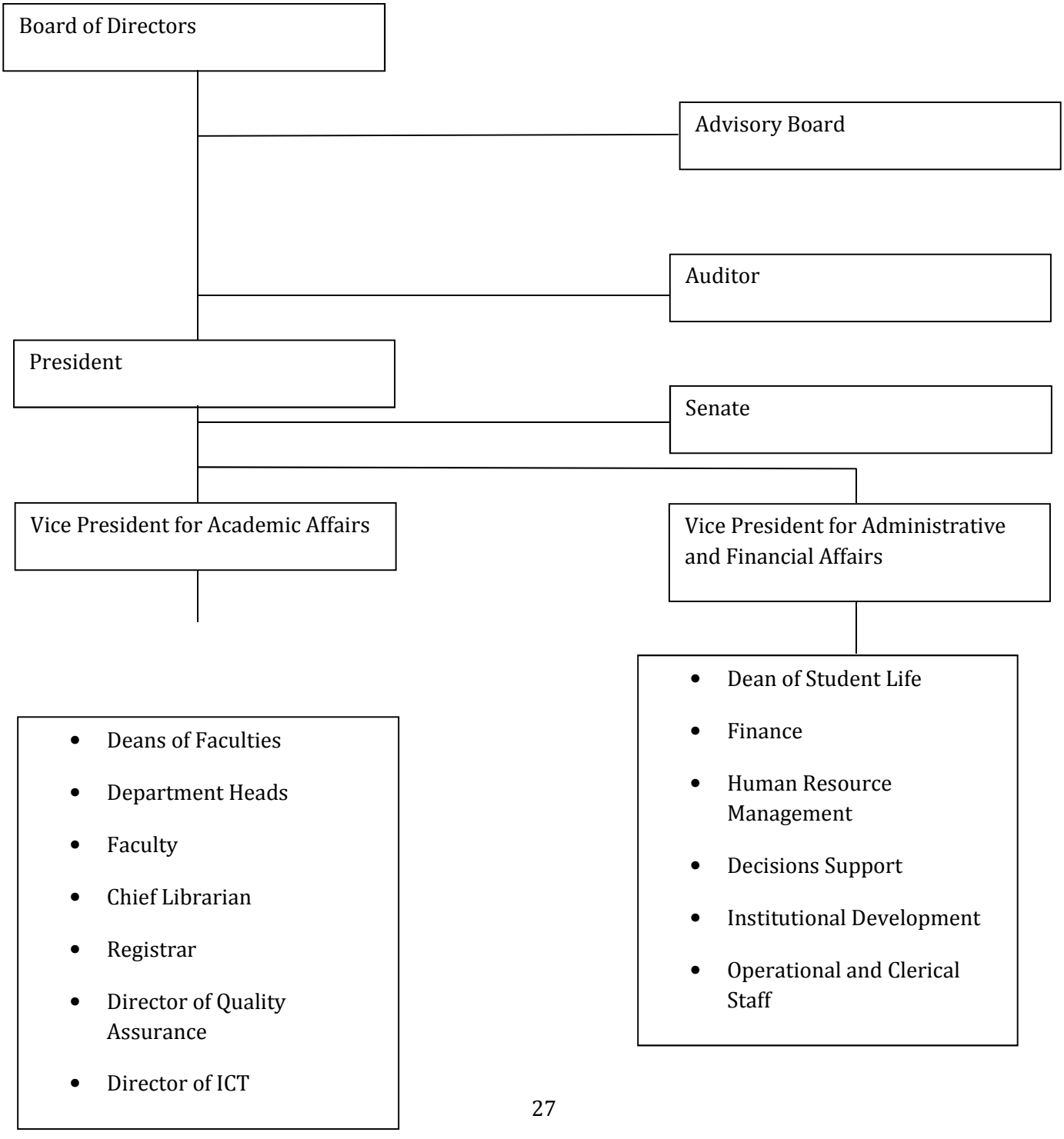
Conduct that is unbecoming to a student, including but not limited to, conduct that is: disorderly, lewd, or indecent; a breach of peace; or aiding, abetting, or procuring another person to breach the peace on the premise of the university college or at other locations where classes, activities, or functions are sponsored or participated by the university college.

Failure to dress appropriately at all times as per dress codes that may be issued by the various units of the university college. Dress requirements vary in classrooms, laboratory, and shop areas. Students enrolled in internships and clinical courses are required to dress appropriately according to the requirements of the work for which they are being trained.

Student shall not dress, groom, wear, or use emblems, insignias, badges, or other symbols or lewd or vulgar words where the effect thereof is offensive to a reasonable person or otherwise causes disruption or interference with the orderly operations of the university college. The supervising administrator shall determine if the particular mode of dress results in disruptions or interference. Students shall at all times observe body cleanliness and wear clean clothes and footwear.

ADMINISTRATION

The Organizational Chart of Hope University College



Relationship with Hope Enterprises

Hope University College is an expansion of the efforts and investment of the NGO Hope Enterprises to help address the causes of poverty through care for needy children and education. The University College will do this by developing leadership in management, information science, science and technology and other fields of development. As the two organizations have the same aim, but different specific tasks, Hope University College became an independent charitable organization in 2010, within the provisions of the law with Hope Enterprises being the owner of the University College.

Summary of Hope University College Administration

The Board of Directors

The Board of Directors of Hope University College, which is otherwise referred to as the Board, is the supreme governing body of the university college. It has seven voting members who are each elected to serve for a four year term. The members shall be appointed by the Board of Hope Enterprises, as the owner of the university college. Meeting at least once every two months, the Board has many responsibilities e.g. attending to the matters of policy and regulations and closely supervising the operations of the organization.

The Advisory Board

Membership on the Advisory Board give founding donors of Hope University College a channel for their ideas on the best furtherance of the mission of the University College. Eight members are seated by each of the major donors, EthiopiaAid and Woord and Daad, and by Hope itself. Decisions are made by a simple majority vote of five of the eight. It is responsible to the Board of Directors. It receives recommendations from the University management and may make suggestions on implementation, approaches the Board of Directors on policy issues, visits the University College at any time and examines and evaluates the workings of the College. It also advises on new and cutting-edge developments in knowledge and strategy, may propose departmental modifications, new programs and faculties, or disbandment of existing ones.

The Senate

The Senate is the management committee of the University College upholding the beliefs, core values, vision, mission and staff code of ethics of Hope Enterprises and the University College. The office of the President serves as the executive organ of the Senate. The Senate helps the management arrive at decisions, recommends proposals to the President, serves as a forum of mutual accountability and a means of coordination, information exchange and joint effort. It receives student grievances and puts things right, considers student needs and demands, student-staff relations and makes recommendations to the President.

The Auditor

The book of financial accounts is audited annually by an accredited external auditor. In addition, Hope Enterprises' Internal Auditor audits its financial and management activities periodically, and the Manager of Monitoring and Evaluation checks the progress of activities relative to set standards and impacts. These findings are reported to the President and Advisory Board for possible rectification.

Executive Officers

The President

The President is accountable to both the Advisory Board and the Board of Directors and serves as the chief executive officer of the University College.

The Vice President for Academic Affairs (VPAA)

The Vice President for Academic Affairs is accountable to the President and may be delegated to act on his/her behalf. He or she is responsible for the design, implementation and management of academic affairs and student development, overseeing Deans, Department heads, the Faculty, Chief Librarians, Registrar and Director of ICT.

The Vice President for Administrative and Financial Affairs (VPAFA)

The Vice President for Administrative and Financial Affairs is accountable to the President and may be delegated to act on his/her behalf. He or she is responsible for financial and budget management, human resources management, oversight of student life, procurement, physical facilities and grounds management of the University College, and oversees the Directors of those areas.

Faculty, Deans, Departments and Department heads

A *faculty* is a branch of learning that is headed by *a dean*, who is appointed by the President in consultation with the Senate. A faculty has various interrelated *departments* which offer courses that lead to a degree or a diploma. A *department head*, who is appointed by and accountable to the respective dean on the basis of merit from the full time faculty in a department. The dean runs his or her department, but spends most of his or her time on teaching. The heads of the various departments and the dean within a faculty form together a working academic team, called an Academic Commission. One male and one female student, elected by the Student Parliament, will be non voting members of the Commission, for a term of one year. The Commission is accountable to its respective dean, who will chair the meetings. The Commission is in charge of establishing new academic programs and evaluating the quality of education provided within that faculty.

The Chief Librarian

Being accountable to the VPAA, the Chief Librarian is responsible for the general administration, staff supervision, planning, programming, budget and development of the Library.

The Registrar

Being accountable to the VPAA, the Registrar manages the operation, coordination, supervision and evaluation of the activities and personnel of the Office of the Registrar. This Office is responsible for admission, selection and placement of students, student registration, allocation of classrooms, lecture halls the keeping of academic records safely and confidentially of all students, alumni, faculties and graduation.

The Director of Quality Assurance

Reporting to the VPAA, the Director of Quality Assurance develops standards for academic excellence drawing on government policy and global standards of academic quality in teaching, publication and research. An effective quality program is established with the faculties and departments that is closely monitored by the Director. He conductsaudits as least yearly and the results and recommendations for improvement are reported directly to the President.

The Director of ICT

The Director of ICT oversees all IT linkages on campus, their modernization and maintenance during day, evening and summer programs of the University College, researches new learning packages for all disciplines in cooperation with other members of the academic community, presents proposals for new packages to the vice president, and provides the necessary training on new software to staff and students.

The Deans of Student Life

The Deans of Student Life will have an office on the campus and will organize Student Life by assisting students during their time at Hope University College, and providing supervision and support to student organizations. The Office of Student Life will provide academic guidance and counseling to students. Details on duties and responsibilities and other administrative positions can be found in the Charter of Hope University College available on the University website.

FACULTY OF INFORMATION SCIENCE

DEPARTMENT OF INFORMATION TECHNOLOGY

DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN INFORMATION TECHNOLOGY

Major Courses

INTE 201,	4	Introduction to Information Communication Technology.
INTE 202,	3	Digital Electronics and Logic Design
INTE 212,	4	Fundamentals of Programming
INTE 312,	3	Internet Programming I.
INTE 314,	3	Data Structures and Algorithms Analysis
INTE 321,	3	Fundamentals of Database Systems.
INTE 331,	3	Structured Systems Analysis and Design.
INTE 341,	4	Data Communications and Computer Networks.
INTE 342,	3	Computer Architecture and Organization
INTE 411,	4	Object Oriented Programming
INTE 415,	3	Internet Programming II.
INTE 416,	3	Advanced Programming
INTE 421,	3	Advanced Database Management Systems
INTE 431,	3	Object Oriented Software Engineering
INTE 432,	3	Introduction to Artificial Intelligence
INTE 433,	3	Human Computer Interaction.
INTE 440,	3	UNIX System Administration and Support
INTE 441,	3	Operating Systems.
INTE 444,	3	Computer Maintenance and Technical Support.
INTE 445,	3	Systems and Network Administration
INTE 452,	3	Web Technologies.
INTE 457,	3	Multimedia Systems.
INTE 460,	3	IT Project Management
INTE 462,	3	Internship
INTE 504,	3	Information and Society
INTE 542,	3	Wireless Communications and Mobile Computing
INTE 546,	4	Network Device Configuration and Troubleshooting
INTE 564,	3	Information Assurance and Security
INTE 522,	3	Senior Project.
INTE 455,	3	Computer Graphics.

Total 96

Elective Courses

INTE 505,	3	IT and Economic Development
INTE 511,	3	Formal Language Theory
INTE 513,	3	Introduction to Compiler Design
INTE 543,	3	Introduction to Distributed Systems
INTE 544,	3	Introduction to Telecom Technologies
INTE 556,	3	GIS and Remote Sensing
INTE 557,	3	E-Commerce
INTE 558,	3	Simulation and Modeling
INTE 568,	3	Selected Topics in IT

Total 6

Support Courses

MAEN 214,	3	Introduction to Entrepreneurship & Small Business Management
MATH 203,	4	Mathematics I.
MATH 204,	4	Mathematics II.
STAT 301,	3	Introduction to Probability & Statistics.
PHYS 201,	3	Applied Physics.

Total 17

Cross-cutting Courses

CEED 201,	3	Civic and Ethical Education.
ECON 202,	3	Microeconomics
FLEN 201,	3	Sophomore English.
FLEN 202,	3	Professional Writing.
FLEN 301,	3	Presentation and Communication Skills.
LEAD 501,	3	Leadership Skills.
PHIL 201,	3	Introduction to Philosophy (Logic)
PSYC 201,	3	General Psychology

Total 24

COURSE DESCRIPTIONS

INTE 201. Introduction to Information and Communication Technology. This course provides an overview of Information and Communication Technology. Topics include the development of computers, data representation, logical organization of a computer system, computer software, computer hardware, computer networking and communication, problem solving using computers, operating systems (single and multi-user) and the windows environment. The course also discusses information system components and types of information systems. This course will be supported by a practical laboratory sessions where students are exposed to hands-on experience in using computers. Specifically they will work on Microsoft Windows operating system followed by office applications (like MS-Word, MS-Excel) and other useful and software tools and applications. 4 Credits.

INTE 202. Digital Electronics and Logic Design. This course deals with the fundamentals of digital systems building blocks. This includes the digital logic circuit elements like logic gates, Boolean algebra, Boolean function simplification, digital logic design like half and full adders, MSI chip elements like de/multiplexers, decoder and encoder. Moreover, students will be exposed to both combinational and sequential digital circuits where they analyze and design memory elements using MSI chips. Finally, the course will discuss digital logic families. Most of these concepts are supported by laboratory session to experiment the theory. (Applied Physics) 3 Credits.

INTE 212 Same as INSY 212. Fundamentals of Programming. In this course general programming principles and concepts will be dealt with focusing on structured programming and problem solving techniques. The structured programming approach will be practically implemented using the C++ programming language. Problem solving techniques, simple algorithm design, testing and debugging techniques, and documentation standards will also be covered. The C++ syntactical elements and their semantics will also be learnt for the student. This includes but not limited to elementary operators, data types, control structures, user-defined and library functions, basic input/output, sequential files, arrays and structures. This course will be appropriate for students with little or no programming experience, but comfortable using computers with modern GUI-based operating systems. This course is supported by a rigorous laboratory sessions. (Introduction to Information and Communication Technology). 4 Credits.

INTE 312. Same as INSY 312. Internet Programming I. This course offers an overview of the internet and the World Wide Web. Topics include characteristics of web-based information systems; client-server architecture; web server and security, HTTP protocol; web page design and development; information architecture and visualization, static & dynamic pages and client-side programming using markup and scripting languages (HTML, JavaScript, VBScript). (Fundamentals of Programming). 3Credits.

INTE 314, Same as INSY 314, Data Structures and Algorithms Analysis. This course focuses on the study of data structures, algorithms and program efficiency. It helps students not only to write correct programs but also to evaluate thier efficiency interms of processor time utilization and memory usage. Topics include analysis of time and space requirement of algorithms; program efficiency improving techniques; absract data types such as linked lists, stacks, queues, and trees; simple and advanced searching and sorting algorithms. By making object oriented programming as a prerequisite it is intended to deliver this course using object oriented programming paradigm. The course is accompanied by rigorous laboratory sessions. (Object Oriented Programming). 3 Credits**.**

INTE 321. Same as INSY 322. Fundamentals of Database Management Systems. This course exposes students to the design and implementation of database systems. Topics covered include definition of a database and benefits of database systems, architecture for database systems, implications of file organization and storage structures, hierarchical and network data models, relational data model, data structures and integrity rules, database design, relational algebra and relational calculus. (Fundamentals of Programming). 3 Credits.

INTE 331. Same as INSY 331. Structured Systems Analysis and Design. This course covers information systems theory. Topics include organization and management; types of information systems; roles in development; development life cycle; information systems development methodologies; approaches to development, requirements structuring, structural modeling and analysis, principles of structured systems development using and the principles of modeling. An individual or team project involving system analysis and design is also a major component of this course. (Introduction to Information and Communication Technology).. 3 Credits.

INTE 341. Same as INSY 441. Data Communications and Computer Networks . This course introduces the basic principles and techniques of data communication in computer networks. Topics covered include: application of computer networks; overview of the OSI and TCP/IP reference models, network types; network protocols; analog and digital signals, modulation; guided and unguided transmission media, encoding, multiplexing, synchronous and asynchronous communication, transmission impairments, connecting devices, error detection and correction, multiple access methods, network topologies, network security, network management and an introduction to wireless networks. (Introduction to Information and Communication Technology). 4 Credits.

INTE 342. Same as INSY 242 Computer Architecture and Organization. This course exposes students to basic computer organization and architecture concepts. It covers: simple machine architecture, genealogy of microprocessors, von Neumann architecture, the system bus model, data representation and manipulation, organization of instruction sets and program execution, microprocessor organization, memory organization, organization of input and output subsystems, I/O interface; instruction set design philosophies, parallel processing, symmetric multiprocessing and clustering; case study of at least two microprocessor families and other components of computing system. (Introduction to Information and Communication Technology, Digital Electronics and Logic Design). 3 Credits.

INTE 411. Same as INSY 311. Object Oriented Programming. This course is designed to provide the fundamental theories; principles and techniques of object oriented programming. Topics to be dealt with are: classes, objects, data abstraction, encapsulation, information hiding, overloading, inheritance, polymorphism, exceptions handling. This course gives an opportunity for students to work on the Java programming language during the practical session to implement; test and experiment on object oriented paradigm of program design and implementation. (Fundamentals of Programming). 4 Credits.

INTE 415. Same as INSY 411. Internet Programming II. Internet Programming II is a continuation of the course Internet Programming I. Topics to be covered includes: client-side programming using scripting languages like JavaScript; server-side programming and scripting using PHP and web-based database applications development. These topics will be paralleled with laboratory sessions and practical assignments and projects.t. (Internet Programming I, Fundamentals of Database Systems). 3 Credits**.**

INTE 421. Same as INSY 421. Advanced Database Management Systems. This course focuses on the client or user side of Database systems. It extends the knowledge in the previous course by adding concepts of database management and use. Topics to be covered are file and record organization, basics of query optimization, transaction management and database security. The course includes an overview of advanced database systems such as Object-Oriented and Object-Relational databases, active databases, deductive databases, multimedia and spatial databases and distributed databases. Current trends in DBMS are also included. This course is supported by a series of laboratory sessions on database management, administration and security issues. (Fundamentals of Database Systems). 3 Credits.

INTE 441. Same as INSY 340. Operating Systems. This course exposes students to the functions, types and internals of operating systems. Topics to be covered includes but not limited to the overview of operating systems like history, evolution and philosophy initially. Then it covers the process concept; the thread concept; process scheduling: basic concepts, scheduling criteria, scheduling algorithms; inter-process communication, process synchronization, the critical section problem, semaphores, monitors, classical synchronization problems; deadlocks detection, avoidance, and prevention. Memory management includes physical and virtual memory, swapping, allocation, paging, segmentation; file systems, access methods, directory structure, file system implementation, disk space management, Input/Output, principles of I/O hardware and software; security: authentication and encryption. This course is accompanied by a practical laboratory sessions where students will be exposed to hands-on experience in working on the internals of operating systems, possibly, using a Linux distribution like Ubuntu, Fedora or OpenSuSE. (Introduction to

Information and Communication Technology).4 Credits.

INTE 444. Same as INSY 542. Computer Maintenance and Technical Support. This course is designed to provide students with the fundamentals of configuring, installing, diagnosing, repairing, upgrading, maintaining, computers and their peripherals. The topics include: PC hardware configuration, preventative maintenance, customer interaction, virus protection, safety and networks and installation of operating systems and applications. (Data Structures and Algorithm Analysis). 3 Credits.

INTE 455. Computer Graphics. Introduction to computer graphics starts with a brief survey of the main developments. Additional topics include image concepts: modeling, scaling, rotation, translation, representation, coloring, brightness, shadow, texture and other rendering methods. The course also includes two-dimensional graphics: point plotting techniques, line drawing algorithms, clipping, windowing and shading two-dimensional transformations, homogeneous coordinates and the use of matrices in representing chain of transformations. Animation and visualization, instant drawing, color table, page swapping and screen copying are included. Three-dimensional graphics is also covered including modeling, transformations, perspective projections, clipping, removal of hidden surfaces and factors for giving depth in 3D graphics. (Data Structures and Algorithm Analysis). 3 Credits**.**

INTE 433. Human Computer Interaction. This course describes the human psychological response of computer system users. Topics include cognitive principles and their application to interfaces with computer products. The course presents analysis of human interaction with products such as avoidance and feedback that show the behavior of user populations that differ with regard to their abilities and characteristics in using both software and hardware products. The importance of the user abilities and characteristics in the usability of products are covered. The course is backed up by a series of usability laboratory sessions. (General Psychology, Introduction to ICT). 3 Credits**.**

INTE 452. Web Technologies. This course exposes students, beyond designing web sites, to the prominent technologies and standards being used on the web. Representative topics to be covered include introduction to web standards, transformations of XML documents, programming language bindings, introduction to web technologies for E-commerce and on-line payments; advanced web services and associated (This course exposes students, beyond designing web sites, to the prominent technologies and standards being used on the web. Representative topics to be covered include introduction to web standards, transformations of XML documents, programming language bindings, introduction to web technologies for E-commerce and on-line payments; advanced web services and associated standards.(Internet Programming I and II). 3 Credits.

INTE 457. Same as INSY 432. Multimedia Systems. This course covers telephone system administration and the application of telephone systems to assist user organizations in achieving their goals. The subject is presented from the user organization's telecommunication manager's perspective. Management of premise equipment, costs, staffing, departmental structure and management, and the services provided by a telephone company's central office are included. Operational principles of audio, data and video telecommunication technologies are also included. (Data Structures and Algorithm Analysis). 3 Credits.

INTE 460. Same as INSY 452. IT Project Management. The purpose of this course is to provide students with practical experience in the management of development projects. It deals with planning, organizing, staffing, controlling, and directing projects. It lays major emphasis on project planning, techniques for monitoring and controlling projects, quantitative methods and tools, and leadership issues in project management. A term project that involves the development of a project plan for a non-trivial project will be required. Students will gain experience by establishing and actively participating in a development team that comprises of both IS and IT students. Each team will have approximately an equal number of IS and IT students. (Structured Systems Analysis and Design). 3 Credits.

INTE 416. Advanced Programming. This course is expected to expose students to more advanced programming philosophies, theories, techniques and practices based on the knowledge and skills acquired in the pre-requisite courses. It uses complex and state-of-the-art IDEs being used in the academia and industry for software design, development and testing. Modern programming languages, like Java and C#, and corresponding APIs could be used to exemplify the philosophies and principles of advanced program design and development. The course is accompanied by a rigorous student-oriented laboratory work. (Fundamentals of Database Systems, Object Oriented ProgrammingI). 3 Credits.

INTE 445. Same as INSY 442. Systems and Network Administration. This course covers concepts and principles of networked computer systems management and administration. The networked systems may span from simple peer-to-peer networks to complex server-based networked systems and resources. Specific topics include networking fundamentals, server management, network security, network configuration and management. This course provides a practical problem solving approach using any combination of Windows 2003/2008, UNIX/Linux based systems, and/or Novell Netware systems. (Data Communication and Computer Networks). 3 Credits.

INTE 546. Network Devices Configuration and Troubleshooting. This course is directed towards designing a network and troubleshooting network problems and fixing them. Topics include the functions of networking, security, the Host-to-Host communications model, packet delivery process, connecting to an Ethernet LAN, solving network challenges with switched LAN technology, switches, routers, remote devices, IP addressing schemes and IP services to meet network requirements for a small branch office. The practical side of this course is directed towards working with network hardware. Topics include configuring and troubleshooting switches, routers, remote devices, IP addressing schemes and IP services. Students will assemble the system, operate it, and perform troubleshooting and maintenance. (Data Communications and Computer Networks). 3 Credits

INTE 564. same as INSY 554. Information Assurance and Security. The course will cover historical background of security, fundamentals of Information Systems security, privacy and the importance of security for Information Systems. Additional topics include protection schemes, public and private key encryption techniques, and security at different layers, malicious security threats (viruses, worms, Trojan horses) and web security (Systems and Network Administration, and Advanced Database Management Systems). 3 Credits.

INTE 566. Senior Project. The purpose of this course is to enable students to put together and materialize the various concepts and principles they have acquired through the years in solving a real world problem. They will identify and define a problem area worth a semester period, write a project proposal, develop requirement analysis, write a project management plan and then carry out the project according to the plan. To accomplish these students will be organized in teams and assigned an advisor who mentors them throughout the project and guides them to successful completion. Evaluation will be conducted by a panel of instructors which will comprise of the advisor and examiners. To provide an all-rounded evaluation there will be written report submission and oral presentation at the end of the project. The grade will be based on the quality of the reports, the actual software/system developed and the oral presentation. (Advanced Programming, Object Oriented Software Engineering, Systems and Network Administration). 3 Credits.

INTE 504. Same as INSY 502. Information and Society. This course covers information, information overload, computers and their use, the social system, and societal evolution. Topics include social impacts of information, physiological, psychological, cultural, and social interactions; the information economy (occupational changes, impacts on the work force, telecommuting), information economics (market structure and pricing, etc), E-governance (computerization and democratization), computer crimes and security mechanisms, property rights, privacy, surveillance, and censorship. Moreover, issues regarding regulation, the digital divide and ethics of computing professional will be discussed. (Introduction to Information and Communication Technology). 3 Credits.

INTE 542. Wireless Communication and Mobile Computing. This course on wireless communication includes an overview of current wireless systems; wireless channel and system models; cellular communications, multiple access schemes and wireless communication systems standards (1G/2G/3G systems). Topics on Mobile Computing include an introduction to mobile computing, mobile devices, and trends of mobile computing, mobile communication protocols and mobile operating systems. (Data Communication and Computer Networks). 3 Credits.

INTE 462. Same as INSY 551 .Internship This course supplements the student's academic program with experiential education. The internship experience will be guided by a learning contract outlining expectations and academic components. The internship will occur during the summer break between the third and fourth year. The intern will work regular work days for two and a half months. Students are expected to concentrate on the major ICT areas of the organization they are engaged during their attachment. (Completing Third Year). 3 Credits.

INTE 431. Object Oriented Software Engineering. This course provides a general introduction of software engineering including history of software development from techniques that have been used and thier prons and cons, software quality assurance and

management, and software project managment issues. Object Oriented techniques in software life cycle; Object oriented concepts: object, class, encapsulation, data hiding, inheritance, polymorphism and reuse. Principles of object-oriented analysis: definition of classes, attributes and methods, identification of association, aggregation and generalizations. Principles of object-oriented design; system design, object design. Software testing techniques; traditional testing, object-oriented software testing; Configuration management; Software maintenance; and Computer Aided Software Engineering - CASE tools. (Structured Systems Analysis and Design) 3 Credits.

INTE 432. Same as INSY 434. Introduction to Artificial Intelligence. This course introduces basic principles and current research topics in Artificial Intelligence. It includes a formal representation of real world problems, search of problem spaces for solutions, and deduction of knowledge in terms of logic and reasoning. Application of these methods is made to important areas of Artificial Intelligence including Expert Systems, language understanding, machine learning, neural networks, computer vision and robotics. (Object Oriented Programming, Introduction to Logic). 3 Credits.

INTE 440. Same as INSY 541. UNIX System Administration and Support. This course is designed to introduce the students how to perform basic and advanced systems administrative tasks on UNIX environments with the intention of enabling them to have the skills to mange users. Services files hardware devices and networks. Topics covered includes but not limited to installation and configuration of a UNIX based operating system, maintenance and monitoring of files systems, managing users. Monitoring and troubleshooting system performance, developing and customizing user login and other start-up scripts. Managing system services, Shell scripting, automating system services. Installing and updating application software , connecting to an network, Implementing fileservers, print servers and web server, mail servers, Security administration, Firewalls and IP masquerading, system backups and restores, and package and patch administration. (Operating Systems, Data Communications and Computer Networks) 3 Credits.

INTE 556. Geographical Information System and Remote Sensing. This course prepares students to use geo-referenced data to produce geographical presentations. Topics include various kinds of coordinate systems and transformation between them, many different ways of computing with geo-referenced data and choice in presentation parameters such as color schemes, symbol sets, and medium used. (Computer Graphics). 3 Credits.

INTE543. Introduction to Distributed Systems. This course includes topics such as basic concepts in distributed systems and their architectures, communication mechanisms; synchronization related issues, consistency and replication, security, distributed files systems and distributed middleware applications of the trade. Moreover, the course covers both the hardware and software aspects of distributed systems. It is accompanied by project work that gives students hands-on experience and exposure to the de facto distributed system implementations like RPC of Windows and RMI of Java. (Data Communication and Computer Networks). 3 Credits.

INTE 505. Same as INSY 503. IT and Economic Development. This course combines a range of topics from information systems, the social sciences, and economics, as well as other social and professional issues. It examines factors such as knowledge, place, time, capital, institutional relationships, learning, and policy in understanding and promoting technology-based economic development. Policies to promote high technology firms, technology development and transfer, and regional techno poles are examined. (Information and Society) 3 Credits.

INTE 511. Formal Language Theory This course focuses on grammars and automata: Regular grammars and finite state automata; Context free grammars and pushdown automata. It covers foundation concepts and theory on how artificial languages are designed and work. (Advanced Programming, Mathematics II). 3 Credits.

INTE 568. Selected Topics In IT. This course gives an opportunity for the faculty to introduce emerging and new technologies and applications to students. Until the next curriculum revision the course may vary across the various batches so that it reflects new and state-of-the-art technologies. The specific course content will be decided by the Faculty Academic Council formally considering the availability of resources and the then technological developments. (Completing Third Year). 3 Credits.

INTE 558. System Simulation and Modeling. The course presents a holistic view of the modeling and simulation enterprise by starting from a general methodology which stresses the generic, application-independent aspects of modeling formalisms and their implementation. Topics covered include basic introduction to modeling and simulation, model syntax and semantics, system specification hierarchy, model classification, state automata and petri nets,

higraphs and state charts, pseudo-random generators, input/output analysis, discrete event world views, process interaction, discrete event system specification, animation of simulation results, continuous-time models, solvers, sorting, population dynamics, system dynamics and object-oriented modeling of physical systems. (Structured Systems Analysis and Design, Multimedia Systems). 3 Credits.

INTE 513. Introduction to Compiler Design. This is a course for those who are interested in the design and practice of programming languages. A compiler enables us to use a high-level programming language like C or Java by translating programs into low-level machine code. Understanding how compilers work is essential if you want to be a good programmer. The study of compilers also includes interesting ideas in translation and optimization with sparse resources. To be specific the course covers overview of a compiler, Lexical Analysis: regular expressions and finite-state machines, Simple Parsing: context-free grammars, top-down and bottom-up parsing, LL(1) parsing: efficient top-down parsing, Shift-reduce parsers: introduction to bottom-up parsing, SLR/LR parsing: fast and efficient bottom-up parsing, Type checking: checking semantics of program, Semantics and code generation: from a high-level language to assembly language, Optimization: an introduction to various types of code optimization. (Data Structures and Algorithm Analysis). 3 Credits.

INTE 544. Introduction to Telecom Technologies. This course covers telephone system administration and the application of telephone systems to assist user organizations in achieving their goals. The subject is presented from the user organization's telecommunication manager's perspective. Management of premise equipment, costs, staffing, departmental structure and management, and the services provided by a telephone company's central office are included. Operational principles of audio, data and video telecommunication technologies are also included. (Data Communication and Computer Networks.) 3 Credits.

INTE 553. same as INSY 557. E-Commerce. This course introduces students to the emerging theories and practices of E-commerce strategies. Strategies associated with both sides of the electronic commerce world are included: ecommerce solutions for existing companies and E-business concept development for venture startups. Students will study the role of E-systems and the internet in commerce. Application of Information Technology in business is also part of the class. 3 Credits.

FACULTY OF INFORMATION SCIENCE

DEPARTMENT OF INFORMATION SYSTEMS

DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN INFORMATION SYSTEMS

Major Courses

INSY 201,	4	Introduction to Information Communication Technology.
INSY 212,	4	Fundamentals of Programming
INSY 242,	3	Computer Architecture and Organization
INSY 311,	4	Object Oriented Programming
INSY 312,	3	Internet Programming I.
INSY 314,	3	Data Structures and Algorithms Analysis
INSY 322,	3	Fundamentals of Database Management Systems.
INSY 331,	3	Structured Systems Analysis and Design.
INSY 340,	3	Operating Systems.
INSY 411,	3	Internet Programming II.
INSY 412,	3	Visual Programming
INSY 421,	3	Advanced Database Management Systems
INSY 423,	3	Introduction to Information Storage and Retrieval
INSY 432,	3	Multimedia Systems.
INSY 433,	3	Object Oriented Systems Analysis and Design
INSY 434,	3	Introduction to Artificial Intelligence
INSY 435,	3	Business Process Management
INSY 441,	4	Data Communication and Computer Network
INSY 442,	3	Systems and Network Administration
INSY 452,	3	Information Systems Project Management
INSY 502,	3	Information and Society
INSY 531,	3	Management of Information Systems and Services.
INSY 542,	3	Computer Maintenance and Technical Support.
INSY 551,	3	Internship
INSY 552,	3	Senior Project
INSY 553,	3	E-Commerce
INSY 554,	3	Information Assurance and Security

Total 89

Elective Courses

INSY 503,	3	IT and Economic Development
INSY 504,	3	Selected Topics in Information Systems
INSY 521,	3	Data Mining and Warehouse
INSY 522,	3	Knowledge Management
INSY 536,		Expert Systems
INSY 541,	3	UNIX System Administration and Support

Total 6

Support Courses

ACCN 211,	3	Principles of Accounting
ECON 202,	3	Microeconomics
MAEN 214,	3	Introduction to Entrepreneurship & Small Business Management
MAEN 422,	3	Organizational Behavior
MATH 203,	4	Mathematics I.
MATH 204,	4	Mathematics II.
STAT 301,	3	Introduction to Probability & Statistics.
PHYS 201,	3	Applied Physics.

Total 26

Cross-cutting Courses

CEED 201,	3	Civic and Ethical Education.
FLEN 201,	3	Sophomore English.
FLEN 202,	3	Professional Writing.
FLEN 301,	3	Presentation and Communication Skills.
LEAD 501,	3	Leadership Skills.
PHIL 201,	3	Introduction to Philosophy (Logic)
PSYC 201,	3	General Psychology

Total 21

INSY 201 Same as INTE 201.. Introduction to Information and Communication Technology. This course provides an overview of Information and Communication Technology. Topics include the development of computers, data representation, logical organization of a computer system, computer software, computer hardware, computer networking and communication, problem solving using computers, operating systems (single and multi-user) and the windows environment. The course also discusses information system components and types of information systems. This course will be supported by a practical laboratory sessions where students are exposed to hands-on experience in using computers. Specifically they will work on Microsoft Windows operating system followed by office applications (like MS-Word, MS-Excel) and other useful and software tools and applications. 4 Credits.

INSY 212 Same as INTE 212 Fundamentals of Programming In this course general programming principles and concepts will be dealt with focusing on structured programming and problem solving techniques. The structured programming approach will be practically implemented using the C++ programming language. Problem solving techniques, simple algorithm design, testing and debugging techniques, and documentation standards will also be covered. The C++ syntactical elements and their semantics will also be learnt for the student. This includes but not limited to elementary operators, data types, control structures, user-defined and library functions, basic input/output, sequential files, arrays and structures. This course will be appropriate for students with little or no programming experience, but comfortable using computers with modern GUI-based operating systems. This course is supported by a rigorous laboratory sessions. (Introduction to Information and Communication Technology). 4 Credits.

INSY 242. Same as INTE 342 Computer Architecture and Organization. This course exposes students to basic computer organization and architecture concepts. It covers: simple machine architecture, genealogy of microprocessors, von Neumann architecture, the system bus model, data representation and manipulation, organization of instruction sets and program execution, microprocessor organization, memory organization, organization of input and output subsystems, I/O interface; instruction set design philosophies, parallel processing, symmetric multiprocessing and clustering; case study of at least two microprocessor families and other components of computing system. (Introduction to Information and Communication Technology, Digital Electronics and Logic Design). 3 Credits.

INSY 311. Same as INTE 411. Object Oriented Programming. This course is designed to provide the fundamental theories; principles and techniques of object oriented programming. Topics to be dealt with are: classes, objects, data abstraction, encapsulation, information hiding, overloading, inheritance, polymorphism, exceptions handling. This course gives an opportunity for students to work on the Java programming language during the practical session to implement; test and experiment on object oriented paradigm of program design and implementation. (Fundamentals of Programming). 4 Credits.

INSY 312. Same as INTE 312. Internet Programming I. This course offers an overview of the internet and the World Wide Web. Topics include characteristics of web-based information systems; client-server architecture; web server and security, HTTP protocol; web page design and development; information architecture and visualization, static & dynamic pages and client-side programming using markup and scripting languages (HTML, JavaScript, VBScript). (Fundamentals of Programming). 3Credits.

INSY 314, same as INTE 314, Data Structures and Algorithms Analysis. This course focuses on the study of data structures, algorithms and program efficiency. It helps students not only to write correct programs but also to evaluate thier efficiency interms of processor time utilization and memory usage. Topics include analysis of time and space requirement of algorithms; program efficiency improving techniques; absract data types such as linked lists, stacks, queues, and trees; simple and advanced searching and sorting algorithms. By making object oriented programming as a prerequisite it is intended to deliver this course using object oriented programming paradigm. The course is accompanied by rigorous laboratory sessions. (Object Oriented Programming). 3 Credits.

INSY 322. Same as INTE 321. Fundamentals of Database Management Systems. This course exposes students to the design and implementation of database systems. Topics covered include definition of a database and benefits of database systems, architecture for database systems, implications of file organization and storage structures, hierarchical and network data models, relational data model, data structures and integrity rules, database design, relational algebra and relational calculus. (Fundamentals of Programming). 3 Credits.

INSY 331. Same as INTE 331. Structured Systems Analysis and Design. This course covers information systems theory. Topics include organization and management; types of information systems; roles in development; development life cycle; information systems development methodologies; approaches to development, requirements structuring, structural modeling and analysis, principles of structured systems development using and the principles of modeling. An individual or team project involving system analysis and design is also a major component of this course. (Introduction to Information and Communication Technology).. 3 Credits.

INSY 340. Same as INTE 441. Operating Systems. This course exposes students to the functions, types and internals of operating systems. Topics to be covered includes but not limited to the overview of operating systems like history, evolution and philosophy initially. Then it covers the process concept; the thread concept; process scheduling: basic concepts, scheduling criteria, scheduling algorithms; inter-process communication, process synchronization, the critical section problem, semaphores, monitors, classical synchronization problems; deadlocks detection, avoidance, and prevention. Memory management includes physical and virtual memory, swapping, allocation, paging, segmentation; file systems, access methods, directory structure, file system implementation, disk space management, Input/Output, principles of I/O hardware and software; security: authentication and encryption. This course is accompanied by a practical laboratory sessions where students will be exposed to hands-on experience in working on the internals of operating systems, possibly, using a Linux distribution like Ubuntu, Fedora or OpenSuSE. (Introduction to Information and Communication Technology).4 Credits.

INSY 411. same as INTE 415. Internet Programming II. Internet Programming II is a continuation of the course Internet Programming I. Topics to be covered includes: client-side programming using scripting languages like JavaScript; server-side programming and scripting using PHP and web-based database applications development. These topics will be paralleled with laboratory sessions and practical assignments and projects.t. (Internet Programming I, Fundamentals of Database Systems). 3 Credits**.**

INSY 412. Visual Programming. This course covers the use of Visual Basic programming to customize programs or applications. Topics include visual programming concepts and tools; introduction to Visual Basic.Net; component development and reusability, designing and customizing forms, modeling tools, multi-user programming techniques; programming with DDE, OLE and calling procedures in DL and doing projects using VB.net. A project will call for designing and writing a program for a practical application. (Programming II). 3 Credits.

INSY 421. Same as INTE 421. Advanced Database Management Systems. This course focuses on the client or user side of Database systems. It extends the knowledge in the previous course by adding concepts of database management and use. Topics to be covered are file and record organization, basics of query optimization, transaction management and database security. The course includes an overview of advanced database systems such as Object-Oriented and Object-Relational databases, active databases, deductive databases, multimedia and spatial databases and distributed databases. Current trends in DBMS are also included. This course is supported by a series of laboratory sessions on database management, administration and security issues. (Fundamentals of Database Systems). 3 Credits.

INSY 423. Introduction to Information Storage and Retrieval. It includes Introduction to Information Storage and Retrieval (Definition, components, kinds of Information Retrieval Systems, the retrieval process etc.); automatic text operation and automatic indexing (term selection, term weighting, etc); data and file structure for information retrieval (flat files, inverted files, signature files, PAT trees, and graphs), Retrieval Model (Boolean Model, Vector Based Retrieval Model, Probabilistic Retrieval Model); Evaluation of Information retrieval systems (Precision Recall, fallout, generality, E-measure, harmonic mean, User based evaluation etc.), Techniques for enhancing retrieval effectiveness(including relevance feedback, query reformulation, thesauri etc), query languages, query operations, string manipulation and search algorithms, document classification and clustering; Current Issues in IR etc.(Fundamentals of Data Base Systems and Data Structure and Algorithm). 3 Credits.

INSY 432 Same as INTE 457. Multimedia Systems . Multimedia data has become an indispensable part of our daily life. It is also one of the critical applications in broad areas of use. In this course students will be introduced to the principles and current technologies of multimedia systems. The course includes the topics: introduction to multimedia and multimedia systems, multimedia data representation, multimedia applications, multimedia tools, hands on practice on multimedia system creation using tools, multimedia standards, communication requirements of

multimedia data and multimedia information retrieval. (Introduction to ICT). 3 Credits.

INSY 433. Object Orientated Systems Analysis and Design. Introduction to Object Technology; Principles of Modeling, Principles of Object Orientation; systems development using the object technology; Modeling; principles of modeling; requirements gathering and modeling using use case; techniques of modeling static and dynamic aspects of systems; finding classes and objects; Interaction Diagrams – sequence and collaboration diagrams; Class Diagrams; object diagram; activity diagram; State chart diagrams; component diagram; deployment diagram. Individual and/or team project involving reports and walk-through in systems analysis and design is also a major component of this course using CASE tools.(Structured Systems Analysis and Design). 3 Credits.

INSY 434. Same as INTE 432. Introduction to Artificial Intelligence. This course introduces basic principles and current research topics in Artificial Intelligence. It includes a formal representation of real world problems, search of problem spaces for solutions, and deduction of knowledge in terms of logic and reasoning. Application of these methods is made to important areas of Artificial Intelligence including Expert Systems, language understanding, machine learning, neural networks, computer vision and robotics. (Object Oriented Programming, Introduction to Logic). 3 Credits.

INSY 435 Business Process Management. Business Process Management (BPM) is directed at achieving three outcomes crucial to a performance-based, customer-driven firm: 1) clarity on strategic direction, 2) alignment of the firm's resources, and 3) increased discipline in daily operations. The course provides an overview of BPM as both a management discipline and as a set of enabling technologies, and establishes the foundation for the courses that follow. The main focus of this course on both understanding and designing business processes. Students will learn how to identify, document, model, assess, and improve core business processes. Students will be introduced to process design principles. The way in which information technology can be used to manage, transform, and improve business processes is discussed. Students will be exposed to challenges and approaches to organizational change, outsourcing, and inter-organizational processes. (Introduction to Business Management). 3 Credits.

INSY 441. Same as INTE 341. Data Communications and Computer Networks . This course introduces the basic principles and techniques of data communication in computer networks. Topics covered include: application of computer networks; overview of the OSI and TCP/IP reference models, network types; network protocols; analog and digital signals, modulation; guided and unguided transmission media, encoding, multiplexing, synchronous and asynchronous communication, transmission impairments, connecting devices, error detection and correction, multiple access methods, network topologies, network security, network management and an introduction to wireless networks. (Introduction to Information and Communication Technology). 4 Credits.

INSY 442. Same as INTE 445. Systems and Network Administration. This course covers concepts and principles of networked computer systems management and administration. The networked systems may span from simple peer-to-peer networks to complex server-based networked systems and resources. Specific topics include networking fundamentals, server management, network security, network configuration and management. This course provides a practical problem solving approach using any combination of Windows 2003/2008, UNIX/Linux based systems, and/or Novell Netware systems. (Data Communication and Computer Networks). 3 Credits.

INSY 452. Same as INTE 460. Information Systems Project Management. The purpose of this course is to provide students with practical experience in the management of development projects. It deals with planning, organizing, staffing, controlling, and directing projects. It lays major emphasis on project planning, techniques for monitoring and controlling projects, quantitative methods and tools, and leadership issues in project management. A term project that involves the development of a project plan for a non-trivial project will be required. Students will gain experience by establishing and actively participating in a development team that comprises of both IS and IT students. Each team will have approximately an equal number of IS and IT students. (Structured Systems Analysis and Design). 3 Credits.

INSY 502. Same as INTE 504. Information and Society. This course covers information, information overload, computers and their use, the social system, and societal evolution. Topics include social impacts of information, physiological, psychological, cultural, and social interactions; the information economy (occupational changes, impacts on the work force, telecommuting), information economics (market structure and pricing, etc), E-governance (computerization and democratization), computer crimes and security mechanisms, property rights, privacy, surveillance, and censorship. Moreover, issues regarding regulation, the digital divide and

ethics of computing professional will be discussed. (Introduction to Information and Communication Technology). 3 Credits.

INSY 503. Same as INTE 505. IT and Economic Development. This course combines a range of topics from information systems, the social sciences, and economics, as well as other social and professional issues. It examines factors such as knowledge, place, time, capital, institutional relationships, learning, and policy in understanding and promoting technology-based economic development. Policies to promote high technology firms, technology development and transfer, and regional techno poles are examined. (Information and Society) 3 Credits.

INSY 504. Selected Topics in Information Systems. This course gives an opportunity for the faculty to introduce emerging and new technologies and applications to students. Until the next curriculum revision the course may vary across the various batches so that it reflects new and state-of-the-art technologies. The specific course content will be decided by the Faculty Academic Council formally considering the availability of resources and the then technological developments. (Completing Third Year). 3 Credits.

INSY 521. Data Mining and Warehouse. Data warehousing concepts: understanding the purpose of OALP, data warehouse and data marts, data warehousing terminology, the components of data warehouse architecture and infrastructure, why data warehouse, building data warehouse, and the front-end tools needed for a successful data warehouse. Introduction to basic concepts behind data mining, survey of data mining applications, techniques and models, introduction to data mining software suite, exploration of data mining methodologies. Topics may include decision tables, decision trees, classification rules, association rules, clustering, statistical modeling, and linear models. Case studies using large data sets taken from real-life applications. Problems encountered when dealing with large data sets. How much data is enough? Extensive use of data mining software, advanced techniques in data mining, text data mining, text classification, naïve Bayes, the EM algorithm, optimization, visualization, genetic algorithms, data augmentation, MarKov chain Monte Carlo techniques, knowledge extraction. (Advanced Database Systems). 3 Credits.

INSY 522. Knowledge Management. Thorough coverage of the latest theory and practice of Knowledge Management (KM), with an integrated interdisciplinary presentation that makes sense of the confusingly wide variety of computer science and business KM perspectives arising simultaneously from artificial intelligence, information systems, and organizational behavior. Solidly covers the "hard" technical components of computer tools and technology for managing knowledge, without losing sight of the "soft" management needs and challenges in leveraging knowledge effectively within an organization. Critically evaluates the nature, computer representation, access, and utilization of knowledge versus information within a human context. Essential preparation for managerial, technical, and systems workers alike in today's modern knowledge-based economy. (Introduction to ICT). 3 Credits.

INSY 531. Management of Information Systems and Services. Introduction to internal and external management issues and practices in information organizations. Internal issues: organizational behavior, organizational theory, personnel, budgeting, planning. External issues: organizational environments, politics, marketing, strategic planning, funding sources. (Structured Systems Analysis and Design. 3 Credits.

INSY 534. Decision Support Systems. This course is an overview of the fundamentals of decision making and the design and development of decision support systems to support decision making tasks in organizations. The course reviews models of individual and organizational decision making, types of decision support systems, knowledge management issues and provides an overview of a number of existing and emerging techniques that support decision making, such as statistical models, expert systems, artificially intelligence, executive support systems, group decision support systems, data warehousing and data mining. (Introduction to Business Management). 3 Credits.

INSY 536. Expert Systems. Brief history of expert systems; Why expert systems? Economic reasons, time, space, consistency and quality in decision-making, intellectual reasons, human cognitive shortcomings. Pure reasoning systems versus knowledge-rich systems. Knowledge acquisition: meaning, purpose, and techniques. Knowledge representation: frames, rules, classes and procedures. An introduction to expert system development tools and shells. Inference methods: forward and backward chaining, depth/ breadth approaches, rule selection strategies. Explanation: how/ why, symbolic and non-symbolic systems, probability/certainty factor, statistical systems, neural nets, case based reasoning. (Introduction to Artificial Intelligence). 3 Credits.

INSY 541. Same as INTE 440. UNIX System Administration and Support. This course is designed to introduce the students how to perform basic and

advanced systems administrative tasks on UNIX environments with the intention of enabling them to have the skills to mange users. Services files hardware devices and networks. Topics covered includes but not limited to installation and configuration of a UNIX based operating system, maintenance and monitoring of files systems, managing users. Monitoring and troubleshooting system performance, developing and customizing user login and other start-up scripts. Managing system services, Shell scripting, automating system services. Installing and updating application software , connecting to an network, Implementing fileservers, print servers and web server, mail servers, Security administration, Firewalls and IP masquerading, system backups and restores, and package and patch administration. (Operating Systems, Data Communications and Computer Networks) 3 Credits.

INSY 542. Same as INTE 444. Computer Maintenance and Technical Support. This course is designed to provide students with the fundamentals of configuring, installing, diagnosing, repairing, upgrading, maintaining, computers and their peripherals. The topics include: PC hardware configuration, preventative maintenance, customer interaction, virus protection, safety and networks and installation of operating systems and applications. (Applied Physics). 3 Credits.

INSY543. Introduction to Distributed Systems. This course includes topics such as basic concepts in distributed systems and their architectures, communication mechanisms; synchronization related issues, consistency and replication, security, distributed files systems and distributed middleware applications of the trade. Moreover, the course covers both the hardware and software aspects of distributed systems. It is accompanied by project work that gives students hands-on experience and exposure to the de facto distributed system implementations like RPC of Windows and RMI of Java. (Data Communication and Computer Networks). 3 Credits.

INSY 551. Same as INTE 462 .Internship. This course supplements the student's academic program with experiential education. The internship experience will be guided by a learning contract outlining expectations and academic components. The internship will occur during the summer break between the third and fourth year. The intern will work regular work days for two and a half months. Students are expected to concentrate on the major ICT areas of the organization they are engaged during their attachment. (Completing Third Year). 3 Credits.

INSY 552. Senior Project. The purpose of this course is to enable students to put together and materialize the various concepts and principles they have acquired through the years in solving a real world problem. They will identify and define a problem area worth a semester period, write a project proposal, develop requirement analysis, write a project management plan and then carry out the project according to the plan. To accomplish these students will be organized in teams and assigned an advisor who mentors them throughout the project and guides them to successful completion. Evaluation will be conducted by a panel of instructors which will comprise of the advisor and examiners. To provide an all-rounded evaluation there will be written report submission and oral presentation at the end of the project. The grade will be based on the quality of the reports, the actual software/system developed and the oral presentation. (Advanced Programming, Object Oriented Software Engineering, Systems and Network Administration). 3 Credits.

INSY 553. Same as INTE 553. E-Commerce. This course introduces students to the emerging theories and practices of E-commerce strategies. Strategies associated with both sides of the electronic commerce world are included: ecommerce solutions for existing companies and E-business concept development for venture startups. Students will study the role of E-systems and the internet in commerce. Application of Information Technology in business is also part of the class. 3 Credits.

INSY 554. Same as INTE 564. Information Assurance and Security. The course will cover historical background of security, fundamentals of Information Systems security, privacy and the importance of security for Information Systems. Additional topics include protection schemes, public and private key encryption techniques, and security at different layers, malicious security threats (viruses, worms, Trojan horses) and web security (Systems and Network Administration, and Advanced Database Management Systems). 3 Credits.

FACULTY OF BUSINESS MANAGEMENT AND ENTREPRENEURSHIP

DEPARTMENT OF ACCOUNTING

DEGREE REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN ACCOUNTING

Major Courses

ACCN 211, 3 Principles of Accounting I,
ACCN 212, 3 Principles of Accounting II,
ACCN 221, 3 Business Mathematics
ACCN 222, 3 Cost & Management Accounting I ,
ACCN 311, 3 Financial Accounting I,
ACCN 312, 3 Financial Accounting II,
ACCN 321, 3 Project Management,
ACCN 322, 3 Research Methods,
ACCN 331, 3 Business Statistics,
ACCN 332, 3 Financial Management,
ACCN 341, 3 Financial Markets and Institutions,
ACCN 342, 3 Advanced Accounting,
ACCN 351, 3 Cost & Management Accounting II,
ACCN 352, 3 Risk Management and Insurance
ACCN 362, 3 Internship,
ACCN 411, 3 Accounting Information Systems,
ACCN 412, 3 Performance Management and Control,
ACCN 422, 3 Accounting for Govt. and NFP,
ACCN 423, 3 Organizational Behavior
ACCN 431, 3 Computerized Accounting,
ACCN 432, 3 Financial Modeling,
ACCN 441, 3 Auditing in Accountancy I,
ACCN 442, 3 Auditing in Accountancy II,
ACCN 451, 3 Business and Corporate Law,
ACCN 452, 3 Tax Accounting,
ACCN 462, 3 Corporate Social Responsibility and Business Ethics
Total 78

Support Courses

MAEN 211, 3 Introduction to Entrepreneurship,
MAEN 222, 3 Introduction to Business Management,
MARK 212, 3 Principles of Marketing,
ECON 202, 3 Microeconomics,
Total 12

Cross-cutting Courses

CEED 201, 3 Civic and Ethical Education,
FLEN 201, 3 Sophomore English,
FLEN 202, 3 Professional Writing,
FLEN 301, 3 Presentation and Communication Skills,
COMP 201, 3 Introduction to Computer Applications,
PSYC 201, 3 General Psychology,
LEAD 441, 3 Leadership Skills,
Total 21

COURSE DESCRIPTIONS

ACCN 211. Principles of Accounting I. This course is an introduction to basic principles of accounting theory and practice. Topics covered include accrual basis accounting, the accounting cycle, preparation of financial statements for both service and merchandising business enterprises, and internal controls. Other topics include accounting for cash, receivables, payroll, inventories, fixed assets and current liabilities. 3 Credits.

ACCN 212. Principles of Accounting II. This course is a continuation of Principles of Accounting I. Topics include accounting for corporate entities, long-term investments and liabilities, statement of cash flows, financial statement analysis, job order and process cost systems, cost-volume-profit analysis, budgeting and performance analysis. (Principles of Accounting I). 3 Credits.

ACCN 221 Same as MAEN 221 and MARK 221. Business Mathematics. The course is designed to include the application of basic concepts, principles and methods of mathematics; Formulation of problems through mathematical models; Analytic geometry, systems of linear programming; application of matrix; financial and investment application. Furthermore, the course prepares the students for differential and integral calculus should the graduates decide to expand their education. 3 Credits.

ACCN 222. Cost & Management Accounting I. The course is an introduction to the theoretical and practical knowledge of cost accounting, cost behavior, cost classification, cost allocation and analysis. It covers job order costing, process costing and operations costing. It also covers the cost accounting application for joint & by-products, spoilage, rework

and scraps. It indicates how alternative product costing methods are used with variable and absorption costing. Basically, the concern of this course is on manufacturing enterprises but the theories and concepts dealt in are equally applicable to non-manufacturing businesses. Students will work in teams on a proficiency task developing. (Principles of Accounting). 3 Credits.

ACCN 311. Financial Accounting I. This course deepens students' knowledge of terminology, concepts, and practices of financial accounting, and further develops their skills in using financial statements for analysing the economic status and performance of companies. Specifically, the economic relevance and accounting implications of a firm's most typical operating, investing, and financing activities are analysed in detail. (Principles of Accounting I). 3 Credits.

ACCN 312. Financial Accounting II. Financial accounting II is one of the core courses offered by the department. It is continuation of Financial Accounting I. The course, like the first part, deals with the theory of financial accounting for business organizations. Covered in this course are topics like the long-term investments, long-term debts, shareholders equity, and accounting for leases, pension plans, taxes, changes, errors, and incomplete records. It also covers analysis of financial statements (Financial Accounting I). 3 Credits.

ACCN 321 Same as MAEN 31 and MARK 452. Project Management. The course covers concepts of events, activity, work breakdown structure, project planning tools, determining the critical path and comparison of actual performance with the planned schedule. Development steps include project analysis, requirements definition, preliminary design, detailed design and implementation. Software is used to draw project diagrams such as PERT diagrams, and manpower loading charts. (Introduction to Business Management). 3 Credits.

ACCN 322 Same as MAEN 332. Research Methods. The course is intended to acquaint students with various techniques and systems of collecting, analyzing, interpreting and reporting information, identification and definition of research problems, questionnaire design, analysis, and reporting. Students will learn about qualitative data as well as quantitative data. Students will do research on relevant issues related to private, nongovernmental or/and public organizations. Students will work in teams on a proficiency task, preparing a consulting report, if possible using the previous research. (Introduction to Probability and Statistics). 3 Credits.

ACCN 331. Same as MAEN 341 and MARK 331. Business Statistics. This course is designed to provide students an introduction to the basic science of statistics. Students will develop a useable understanding of research design, the organization of data, measures of central tendency and variability, central tendency theory, descriptive and inferential statistics, parametric and nonparametric tests, and basic test assumptions. Primarily, students will be introduced to the fundamental ideas of data collection and presentation, populations and samples; the presentation and interpretation of data, descriptive statistics, linear regression, and inferential statistics including confidence intervals and hypothesis testing. Basic concepts are studied using applications from economic ideas, education, business, social science, and the natural sciences. Also included is a mathematical introduction to probability theory including the properties of probability; probability distributions; expected values and moments, specific discrete and continuous distributions; and transformations of random variables. (Business Mathematics). 3 Credits.

ACCN 332. Financial Management. . Financial Management is an introductory finance course focusing on the financial decision making principles and methods used by corporations. Major financial decisions include capital investment decisions, financing decisions, capital structure decisions, dividend policy and working capital decisions. Financial management provides basic knowledge on the financial forecasting and coordination of finance in the corporate business. This course examines the financial goals of a corporation with an emphasis on value creation. Additional topics include capital budgeting techniques, valuation of securities, risk management and short-term financial management. (Principles of Accounting I). 3 Credits.

ACCN 341. Financial Markets and Institutions. In this course, students will learn the principles and functioning of financial markets, the fundamentals of financial institution operations, analysis of financial market information and risk assessments. The course provides basic knowledge about financial system structure and functions. Participants in this course will also study financial instruments and theoretical models applicable to implementation of monetary policy and identification of financial risks. 3 Credits.

ACCN 342. Advanced Accounting. This course covers complex accounting problems relating to multiple ownership, consolidated financial statements, partnership and institutional accounts and social and fiduciary accounts. Additional topics include

partnership equity, installment and consignment sales, fiduciaries, international operations, branches, and business combinations. (Principles of Accounting I and II). 3 Credits.

ACCN 351. Cost & Management Accounting II. This course covers budgeting as a helpful tool for planning and controlling future activities in general and cost related activities in particular. It shows how budgetary controls affect the different phases of business activities: sales, production, administration and finance. The course covers topics that pertain to: flexible budgets and standards, variances, direct costing, cost volume profit analysis and pricing. (Cost and Management Accounting I). 3 Credits.

ACCN 352. Risk Management and Insurance. The course explores the risk management issues facing firms and individuals, examining how to protect firm value and personal wealth. It covers the areas of general risk management process, property and liability insurance, life and health insurance, annuities and employee benefits. The insurance industry and regulatory concerns are also addressed. In addition, the course touches on some of the new products emerging in the risk management arena and how the insurance industry responds to them. 3 Credits.

ACCN 362. Internship. This course supplements the student's academic program with experiential education. The internship experience will be guided by a learning contract outlining expectations and academic components. Three credit hours will be awarded for approved internships provided that all conditions of the learning contract are met. The internship will occur during the summer between the second and third year. The intern will work regular work days for two and a half months. (Complete 2nd Year). 3 Credits.

ACCN 411. Accounting Information Systems. Accounting Information Systems is concerned with the way computerized information systems impact how accounting data is captured, processed, and communicated. The course introduces you to the people, technology, procedures, and controls that are necessary to conduct internal and external E-business, with an emphasis on the internal controls over such systems. The course covers current information systems concepts, Web technology, and contemporary accounting issues. The course introduces computer hardware, software, procedures, systems, and human resources and explores their integration and application in business. (Principles of Accounting I and Cost and Management Accounting I). 3 Credits.

ACCN 412. Performance Management and Control. This course not only provides students with an in-depth understanding of controlling procedures, it also empowers them to turn data into information for better decision-making. Unifying the content are three underlying themes that are emphasized throughout: uncertainty, biased decision-making and ethics. The course also presents a problem-solving model, Steps for Better Thinking (SBT), which can be used to analyze and tackle various ethical scenarios. (Cost and Management Accounting II). 3 Credits.

ACCN 422. Accounting for Gov't & NFP. In this course, students receive an overview of fund accounting, principles of government accounting and governmental funds. Topics include account groups, proprietary and fiduciary funds, government budgeting and accounting, grant and assistance program, financial reporting, and auditing required of government and not-for-profit organizations. The course also includes an overview of the Federal Government of Ethiopia accounting system. (Principles of Accounting I). 3 Credits.

Accn 423. Organizational Behavior. The course is based on the premise that in today's turbulent business environment, it is imperative that Human Resource professionals understand organizational behavior and how it contributes to organizational effectiveness. Highlighting best practice principles, the course develops the student's understanding of the theories and methodologies inherent in these practices and engages the students in discussions on the challenges facing Ethiopian organizations. 3 Credits.

ACCN 431. Computerized Accounting. This course explores accounting as it is practiced in a computerized accounting environment. The process of gathering, processing, reporting and communicating financial information is first considered in a traditional classroom setting where a strong emphasis is placed on accounting reasoning and principles and later explored at length in the accounting laboratory where Peachtree or other software such as Quickbooks is used to solve accounting problems. (Accounting Information Systems). 3 Credits.

ACCN 432. Financial Modeling. Financial modeling involves developing a financial structure and then using it for one or more of the following purposes: valuing the structure, predicting how the structure

will behave in various scenarios, determining sensitivities and risks to variations in its parameters, managing the structure, and reporting on its status. Financial modelling uses the skill sets of finance, accounting and spread sheet design. This course focuses on the spread sheet area and covers those spread sheet functions and model building techniques that are critical in the development of robust financial models. (Performance Management and Control). 3 Credits.

ACCN 441. Auditing in Accountancy I. This course is an introduction to auditing. The course emphasizes the traditional role of the auditing function and rendering of an opinion on published financial statements. Topics covered include generally accepted auditing standards (GAAS), the auditor's report (opinion), professional ethics, audit evidence, planning the audit, use of ratios in detecting fraud or material misstatement, internal control and audit procedures by specific account. (Principles of Accounting I and Financial Accounting). 3 Credits.

ACCN 442. Auditing in Accountancy II. This course is a further study of auditing and other assurance services emphasizing professional standards and ethics. Topics include legal liability of auditors, regulation of the public accounting profession, internal controls in information technology systems, the components of audit risk, tests of controls and substantive tests relating to selected transaction cycles, audit sampling applications and related reporting requirements. (Auditing in Accountancy I). 3 Credits.

ACCN 451 Same as MAEN 451. Business and Corporate Law. This course is an introduction which covers the fundamentals of business law, including contracts, liability, regulation, employment, and corporations, with an in-depth treatment of the legal issues relating to breakthrough technologies, including the legal framework of R&D, the commercialization of new high-technology products in start-ups and mature companies, and the liability and regulatory implications of new products and innovative business models. 3 Credits.

ACCN 452. Tax Accounting. The course introduces taxation activities, concepts and principles. It mainly focuses on the Ethiopian tax system; but it also introduces public finance (government spending activities) with special reference to Ethiopia. The course will provide a basic background in Ethiopian taxation and enable students to understand the operation of the Ethiopian Tax system. Further the course is intended to create awareness in student about tax issues in business and the appropriate role and significance of tax principles and practices in economic development plans and business management. (Principles of Accounting I). 3 Credits.

ACCN 462. Corporate Social Responsibility and Business Ethics. This course will explore the role of business within society, involving such concepts as sustainable business, social auditing, corporate citizenship, and ways of deliberately including the public interest in corporate decision-making. It seeks win-win solutions for business and society by honoring the triple bottom line of People, Planet and Profit. Students will be challenged to apply these skills by working as mentors with local micro-business owners or on legacy projects and conducting research to advance microenterprise at HUC.
This course also considers personal moral and ethical issues that arise in doing business: how to manage and make business decisions with integrity, given your organization's internal, competitive, social and global environments, and stakeholder concerns. (Civic and Ethical Education). 3 Credits.

FACULTY OF BUSINESS MANAGEMENT AND ENTREPRENEURSHIP

DEPARTMENT OF ENTREPRENEURSHIP AND MANAGEMENT

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN ENTREPRENEURSHIP AND MANAGEMENT

Major Courses

MAEN 211,	3	Introduction to Entrepreneurship,
MAEN 212,	3	Funding new ventures,
MAEN 221,	3	Business Mathematics
MAEN 222,	3	Introduction to Business Management,
MAEN 311,	3	Project Management,
MAEN 312,	3	Logistics and Supply Chair Management,
MAEN 221,	3	Managerial Economics,
MAEN 322,	3	Strategic Management,
MAEN 331,	3	Entrepreneurship,
MAEN 332,	3	Research Methods,
MAEN 341,	3	Business Statistics
MAEN 342,	3	Management Information systems,
MAEN 352,	3	Innovation Management,
MAEN 362,	3	Internship,
MAEN 411,	3	Corporate Social Responsibility and Business Ethics,
MAEN 412,	3	E-Commerce
MAEN 421,	3	Change Management,
MAEN 422,	3	Organizational Behavior,
MAEN 431,	3	Human resource management,
MAEN 432,	3	Integrated Business Policy and strategy,
MAEN 441,	3	Leadership Skills,
MAEN 442,	3	Production and Operations Management,
MAEN 451,	3	Business and Corporate Law,
MAEN 452,	3	Senior Project,
MAEN 462,	3	Risk Management and Insurance
Total	**75**	

Support Courses

ECON 202,	3	Microeconomics,
ECON 203,	3	Macroeconomics,
ACCN 211,	3	Principles of Accounting I,
ACCN 222,	3	Cost and Management Accounting I,
ACCN 332,	3	Financial Management,
MARK 212,	3	Principles of Marketing,
Total	**18**	

Cross-cutting Courses

CEED 201,	3	Civic and Ethical Education,
FLEN 201,	3	Sophomore English,
FLEN 202,	3	Professional Writing,
FLEN 301,	3	Presentation & Communication Skills,
COMP 201,	3	Introduction to Computer Applications,
PSYC 201,	3	General Psychology,
Total	**18**	

COURSE DESCRIPTIONS

MAEN 211. Introduction to Entrepreneurship. This course is an introduction to entrepreneurship. Topics include economic, social and political climate; demographic, technological and social changes; skills, challenges, and rewards of entrepreneurship. This course will provide a basic understanding of the entrepreneurial or new venture process. Students will discuss the critical role that opportunity recognition and creation plays in that process. Several class exercises will assist students to identify their own personal goals, and their unique skills and competencies related to the entrepreneurial process. Students will also develop a simple business plan, which will enable them to examine how entrepreneurs and investors create, find, and differentiate robust, money-making opportunities from "good ideas." 3 Credits.

MAEN 212. Funding new ventures. This course examines financing the start-up of a new venture, along with other business financing methods. Financing a startup business can be a challenging and time consuming process. By the conclusion of the course, students will have developed a business plan, which will focus on the funding portion of the plan. Components will include: an executive summary, sales projections, profitability analysis, capital expenditures, and a pro-forma income statement and balance sheet. Key objectives will be investigating different capital structures and detailing the sources and uses of funds in a new venture. The theory is to be applied in starting a small Student Company. (Principles of Accounting I). 3 Credits.

MAEN 221. Same as ACCN 221 and MARK 221. Business Mathematics. The course is designed to include the application of basic concepts, principles and methods of mathematics; Formulation of problems through mathematical models; Analytic geometry, systems of linear programming; application of matrix; financial and investment application. Furthermore, the course prepares the students for differential and integral calculus should the graduates decide to expand their education. 3 Credits.

MAEN 222. Same as MARK 222. Introduction to Business Management. This course focuses on the basic concepts and principles of management, the functions of planning, organizing, staffing, directing and controlling and their relationships to key issues in management practices, such as leadership and motivation. Nature and role of supervisory management, functions of supervisor and labor relations, inspection and effective communication are also discussed. Students will work in teams to improve their business proficiency by developing a marketing plan, based on all this semester's courses, and understand the role marketing plays in business and business management. 3 Credits.

MAEN 311 Same as ACCN 321 and MARK 452. Project Management. The course covers concepts of events, activity, work breakdown structure, project planning tools, determining the critical path and comparison of actual performance with the planned schedule. Development steps include project analysis, requirements definition, preliminary design, detailed design and implementation. Software is used to draw project diagrams such as PERT diagrams, and manpower loading charts. 3 Credits.

MAEN 312. Logistics and Supply Chair Management. The course covers concepts of events, activity, work breakdown structure, project planning tools, determining the critical path and comparison of actual performance with the planned schedule. Development steps include project analysis, requirements definition, preliminary design, detailed design and implementation. Software is used to draw project diagrams such as PERT diagrams, and manpower loading charts. (Principles of Marketing), 3 Credits.

MAEN 321. Managerial Economics. This course is designed to provide students with a basic understanding of microeconomic theory that can be used to understand behavior (in markets and organizations) and to make effective managerial decisions. It is intended to provide students with economic tools and an economic analysis used in the process of managerial decision making.(Microeconomics). 3 Credits.

MAEN 322. Strategic Management. In today's turbulent business environments, firms are exposed to increasingly frequent drastic and disruptive changes, that make even well-proven business models come into question or even be obsolete. In this context, business leaders must focus, not only in the administrative or operational challenges that running a firm demands, but also in developing an insightful understanding of the overall characteristics of the industrial sector where they compete, and its main future trends, considering economic, political and cultural factors. Additionally, business leaders need a deep awareness of the strengths and weaknesses of the firms they run, in order to match adequately the characteristics of the goods and services they provide to market requirements. The course aims at developing the necessary skills to perform sound strategic analysis for any kind of industry. (Introduction to Business Management). 3 Credits.

MAEN 331. Entrepreneurship. The module will build on the first module introduction to entrepreneurship and will concentrate on transforming the opportunity for a new venture from the feasibility analysis to an effective business plan. Particular attention will be paid to all components of the business plan, such as marketing, operations, management, financial plans and milestones. The objective is for each team to prepare and present weekly a component of the business plan to the class in 10 minutes or less. At the end of this module, each team will be required to submit and present its final business plan to the class. (Introduction to Entrepreneurship). 3 Credits.

MAEN 332 Same as ACCN 322. Research Methods. The course is intended to acquaint students with various techniques and systems of collecting, analyzing, interpreting and reporting information, identification and definition of research problems, questionnaire design, analysis and reporting. Students will learn about qualitative data as well as quantative, and code qualitative data. Students will do research on relevant issues related to private, non-governmental or/and public organizations. Students will work in teams on a proficiency task, preparing a consulting report, if possible using the previous research. (Business Statistics). 3 Credits.

MAEN 341. Same as ACCN 331. and MARK 331. Business Statistics. This course is designed to provide students an introduction to the basic science of statistics. Students will develop a useable understanding of research design, the organization of data, measures of central tendency and variability,

central tendency theory, descriptive and inferential statistics, parametric and nonparametric tests, and basic test assumptions. Primarily, students will be introduced to the fundamental ideas of data collection and presentation, populations and samples; the presentation and interpretation of data, descriptive statistics, linear regression, and inferential statistics including confidence intervals and hypothesis testing. Basic concepts are studied using applications from economic ideas, education, business, social science, and the natural sciences. Also included is a mathematical introduction to probability theory including the properties of probability; probability distributions; expected values and moments, specific discrete and continuous distributions; and transformations of random variables. (Business Mathematics). 3 Credits.

MAEN 342 Same as MARK 412 and INSY 522. Management Information systems. This course examines information as an organizational resource, specifically the planning, control and development of computer-based and non-computer based information systems in business. Topics include: decision support systems, management, business application, systems design and implementation, and organizational and social impacts. Students will work in teams on a proficiency task, developing analytical skills as they do a consulting report. *(*Introduction to Computer Applications). 3 Credits.

MAEN 352. Innovation Management. The first part introduces the concepts of creativity, entrepreneurship and innovation The emphasis is on what entrepreneurs do to achieve value creation through innovation as well as on how to stimulate creativity and innovation in new ventures in established organizations. The second part focuses on the practical establishment of a new venture through focusing a previously written business plan on a specific business (or aspect of an existing business) of interest to the student. Students will also work on a proficiency task, developing a personal goals and values statement that will guide them in their professional life. (Entrepreneurship). 3 Credits.

MAEN 362. Internship. The internship supplements the student's academic program with experiential education. The internship experience will be guided by a learning contract outlining expectations and academic components. Three (3) credit hours will be awarded for approved internships provided that all conditions of the learning contract are met. The internship will occur during the summer between the second and third year. The intern will work regular work days for two and a half months. (Complete 2nd Year). 3 Credits.

MAEN 411. Same as ACCN 462 and MARK 411. Corporate Social Responsibility and Business Ethics. This course will explore the role of business within society, involving such concepts as sustainable business, social auditing, corporate citizenship, and ways of deliberately including the public interest in corporate decision-making. It seeks win-win solutions for business and society by honoring the triple bottom line of People, Planet and Profit. In addition to general concepts and tools, it includes Micro-entrepreneurship: using business tools in practical projects to create viable business solutions. Students will be challenged to apply these skills by working as mentors with local micro-business owners or on legacy projects and conducting research to advance microenterprise at HUC. (Civic and Ethical Education). 3 Credits.

MAEN 412. Same as MARK 331 and INSY 553. E-Commerce. This course introduces students to the emerging theories and practices of E-commerce strategies. Strategies associated with both sides of the electronic commerce world are included: E-commerce solutions for existing companies and E-business concept development for venture startups. Students will study the role of E-systems and the internet in E-commerce. Application of Information Technology in business is also part of the class.(Introduction to Computer Applications). 3 Credits.

MAEN 421. Change Management. Management of changes is one of the most complex tasks for a manager and an entrepreneur as well. Mergers, alliances, and layoffs may occur in a planned or in an unexpected way. They are always a challenge to the leader. In this course the most important concepts of change management will be presented, both on a theoretical and applied level. 'Know what' is combined with 'know how' in dealing with the necessary interventions to make change a success. Students will consider dealing with change from the viewpoint of goals and ethics in a proficiency task, developing a personal goals and values statement. (Introduction to Business Management). 3 Credits.

MAEN 422. Organizational Behavior. The course is based on the premise that in today's turbulent business environment, it is imperative that Human Resource professionals understand organizational behavior and how it contributes to organizational effectiveness. Highlighting best practice principles, the course develops the student's understanding of the theories and methodologies inherent in these practices and engages the students in discussions on the challenges facing Ethiopian organizations. (General Psychology). 3 Credits.

MAEN 431. Human resource management. This course covers basic principles of managing human resources (HR). Topics include principles that relate to all aspects of the HR function, planning, job analysis, job specifications, employee selection, training and development, performance evaluations, salary determination, benefits, labor relations, and current techniques used to improve productivity and morale. Students will work on a proficiency task developing a personal statement of goals and values, considering how those are related to work in recruitment, selection assessment and training and coaching employees. (Introduction to Business Management). 3 Credits.

MAEN 432. Integrated Business Policy and strategy. This capstone course is designed to integrate the functional areas of business and to stimulate management situations requiring problem-solving. Students are required to synthesize skills and knowledge form other business courses in support of strategy development skills. (Strategic Management). 3 Credits.

MAEN 441 Same AS LEAD 441. Leadership Skills. The purpose of this course is to encourage you to carefully analyze responsibilities and commitments in the context of leadership for the common good and for purposeful change. Students will come to understand the concepts of relational and servant-leadership and how they differ from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will also develop their leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities. This course addresses the responsibility of a leader for business, society and him. What will be the legacy of the professional leader? What difference does he make in all the networks in which he is participating? What is his basic attitude toward all the stakeholders? These kinds of questions are the core theme of this course. Leadership will be combined with stakeholder management and current thinking about the role of communities in the business world. (Introduction to Business Management). 3 Credits.

MAEN 442. Same as MARK 422. Production and Operations Management. Operations Management (OM) is the cost effective management of resources to achieve organizational goals. Most organizations recognize that world class performance in operations is essential for competitive success and long-term survival. This course will introduce students, the future business leaders, to the key concepts and tools that you can apply to design, plan, and improve the organizations' operations. The course examines the creation and distribution of goods and services in both the service and manufacturing sectors. Topics include location analysis, distribution models, inventory control models, scheduling and work design systems, and statistical process controls. 3 Credits.

MAEN 451 Same as ACCN 451. and MARK 441. Business and Corporate Law. This course is an introduction which covers the fundamentals of business law, including contracts, liability, regulation, employment, and corporations, with an in-depth treatment of the legal issues relating to breakthrough technologies, including the legal framework of R&D, the commercialization of new high-technology products in start-ups and mature companies, and the liability and regulatory implications of new products and innovative business models. All entrepreneurs struggle and deal with many legal issues when forming, funding and operating growing businesses. All managers face legal issues when they start a new division or business. (Civics and Ethical Education). 3 Credits.

MAEN 452. Senior Project. This last course of the Entrepreneurship and Business Management major is a chance for students to practice the knowledge they have gained. Each student has to prepare a plan and perform a project within a business or to build up a small company. In doing so he has to show the excellence that has grown during the time of study. As examples, projects could be related to the internship, the business plan done previously or some altogether new business idea. 3 Credits.

MAEN 462. Same as ACCN 452 and MARK 421. Risk Management and Insurance. The course explores the risk management issues facing firms and individuals, examining how to protect firm value and personal wealth. It covers the areas of general risk management process, property and liability insurance, life and health insurance, annuities and employee benefits. The insurance industry and regulatory concerns are also addressed. In addition, the course touches on some of the new products emerging in the risk management arena and how the insurance industry responds to them. 3 Credits.

FACULTY OF BUSINESS MANAGEMENT AND ENTREPRENEURSHIP

DEPARTMENT OF MARKETING

MANAGEMENT

DEGREE REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN MARKETING MANAGEMENT

Major Courses

MARK 211.	3	Principles of Marketing.
MARK 212.	3	Marketing Communication Strategy and Culture.
MARK 221,	3	Business Mathematics,
MARK 222.	3	Introduction to Business Management.
MARK 311,	3	Business Statistics,
MARK 321.	3	Consumer Behavior.
MARK 322.	3	International Marketing & Export Management.
MARK 331.	3	E-Commerce.
MARK 332.	3	Marketing Innovation.
MARK 341,	3	Service and Industrial Marketing,
MARK 342.	3	Salesmanship and Sales Management.
MARK 351.	3	Marketing Research.
MARK 352.	3	Organizational Behavior.
MARK 362.	3	Product and Brand Management.
MARK 372.	3	Internship.
MARK 411.	3	Corporate Social Responsibility and Business Ethics.
MARK 412,	3	Management Information Systems,
MARK 421.	3	Risk Management & Insurance.
MARK 422.	3	Production and Operations Management,
MARK 431.	3	Agricultural Marketing.
MARK 432.	3	Strategic Marketing management.
MARK 441.	3	Business and Corporate Law.
MARK 442.	3	Hospitality and Tourism Marketing.
MARK 452.	3	Project Management.
MARK 462.	3	Senior Project.
Total	**75**	

Support Courses

ECON 202.	3	Microeconomics.
ECON 203.	3	Macroeconomics.
ACCN 211.	3	Principles of Accounting I,
MAEN 211.	3	Introduction to Entrepreneurship.
ACCN 222.	3	Cost and Management Accounting.
Total	**15**	

Crosscutting Courses

CEED 201,	3	Civic and Ethical Education
COMP 201,	3	Introduction to Computer Applications
FLEN 201,	3	Sophomore English
FLEN 202,	3	Professional Writing
FLEN 301,	3	Communication and Presentation Skills
PSYC 201,	3	General Psychology
LEAD 441,	3	Leadership Skills
Total	**21**	

COURSE DESCRIPTIONS

MARK 211. Principles of Marketing. This study presents information concerning the practices and basic principles of marketing from origin to the ultimate consumer. Topics include the marketing mix, buyer behaviour, organization and planning, channels of distribution, and promotion.
3 Credits.

MARK 212. Marketing Communication Strategy and Culture. This course covers the functions of promotion mix with the emphasis on Advertising, publicity, public relations and sales promotion in relation to the Ethiopian context. Communication is a fundamental part of most marketplace transactions. In its purest form price communicates the information necessary for a transaction. In most other deviations from perfect competition, any marketer has to communicate more than price in order to establish, sustain, and grow his business. This course takes a marketing management perspective and explains how communication is used to help satisfy Ethiopian consumers and achieve the goals of an organization.
3 Credits.

MARK 221. Same as ACCN 221 and MAEN 221. Business Mathematics. The course is designed to include the application of basic concepts, principles and methods of mathematics; Formulation of problems through mathematical models; Analytic geometry, systems of linear programming; application of matrix; financial and investment application. Furthermore, the course prepares the students for differential and integral calculus should the graduates decide to expand their education. 3 Credits.

MARK 222. Same as MAEN 222. Introduction to Business Management. This course focuses on the basic concepts and principles of management, the functions of planning, organizing, staffing, directing and controlling and their relationships to key issues in

management practices, such as leadership and motivation. Nature and role of supervisory management, functions of supervisor and labor relations, inspection and effective communication are also discussed. Students will work in teams to improve their business proficiency by developing a marketing plan, based on all this semester's courses, and understand the role marketing plays in business and business management.
3 Credits.

MARK 311. Same as MAEN 341 and ACCN 331. Business Statistics. This course is designed to provide students an introduction to the basic science of statistics. Students will develop a useable understanding of research design, the organization of data, measures of central tendency and variability, central tendency theory, descriptive and inferential statistics, parametric and nonparametric tests, and basic test assumptions. Primarily, students will be introduced to the fundamental ideas of data collection and presentation, populations and samples; the presentation and interpretation of data, descriptive statistics, linear regression, and inferential statistics including confidence intervals and hypothesis testing. Basic concepts are studied using applications from economic ideas, education, business, social science, and the natural sciences. Also included is a mathematical introduction to probability theory including the properties of probability; probability distributions; and expected values. (Business Mathematics). 3 Credits.

MARK 321. Consumer Behavior. This course is a study of how consumer behavior influences the marketing manager's decisions. Topics include the social, physiological, psychological, and environmental factors. Decision-making processes that have an effect on the purchasing and use of goods and services by individuals and households are included. 3 Credits.

MARK 322. International Marketing & Export Management. This course covers trades, marketing environment and strategies of International Marketing. It also deals with finances, risk involved, export/ import procedures as well as the globalization of business in the light of International marketing. Because the world is becoming an interdependent global market, the primary objective of the course is to enable students to understand the change facing businesses now and into the future as they are confronted by the competitive consequences of global trends. Emphasis will be placed on issues of international competitiveness, cultural practices and the implementation of marketing concepts in the global business marketing environment. (Principles of Marketing and Marketing Communication and Culture). 3 Credits.

MARK 331. Same as MAEN 412. and INTE 557 and INSY 553. E-Commerce. This course introduces students to the emerging theories and practices of E-commerce strategies. Strategies associated with both sides of the electronic commerce world are included: E-commerce solutions for existing companies and E-business concept development for venture startups. Students will study the role of E-systems and the internet in E-commerce. Application of Information Technology in business is also part of the class. 3 Credits.

MARK 332. Marketing Innovation. This course focuses on the commercial aspects of innovations, both in small entrepreneurial firms and large established companies. It explores the challenges faced by marketers, business managers, and consultants in conceiving and bringing innovative new products or services to market. The course begins by exploring the issues of why firms are thought to either typically succeed or fail in business. From here students will be encouraged to explore the changing business environments within which firms must survive. The course will be organized around seven themes; (i) Managing for Innovation, (ii) Creating Innovation (iii) The Macro Environment and Innovation, (iv) The Micro Environment and Innovation, (v) Implementing Innovation, (vi) Creating the Innovation Organization, and (vii) Effective Innovation Management. (Principles of Marketing and Marketing Communication and Culture). 3 Credits.

MARK 341. Service and Industrial Marking. The growth in the service economy is widely recognized and increasingly contributes to the economic development of many nations. Although the service sector contributes much to the gross national product, it is untapped and requires the attention of many businesses. In addition to the service sector, the contribution of the industrial sector is also another important part to be dealt in detail. The industrial goods are tangible products which require different market. This course includes topics like services in modern economy, Concepts of Services Marketing Management, marketing of services, service strategy, consumer behavior in service, service demand management, service quality management, the demand for industrial goods and marketing strategy of industrial goods (Principles of Marketing. 3 Credits.).

MARK 342. Salesmanship and Sales Management. Topics include prospecting, sales pre-planning, writing sales proposals, preventing and handling objections, sales closing, and post sales servicing. The student will be able to use these selling tools to enhance their sales performance. In addition, students will be able to make better sales management decisions including hiring and motivation activities. The specific outcomes students will obtain from taking the course include: mapping out the entire client/customer buying process, conducting written sales plans and a professional interactive oral sales presentation, developing a sales strategy with action points for every step in the professional sales process, knowing how to use multiple prospecting methods, responding effectively to objections, and asking for commitments that move the sales process forward and complete in a buying decision. (Principles of Marketing). 3 Credits.

MARK 351. Marketing Research. This course introduces students to the field of marketing research and how it can help managers make better marketing decisions. The course centers on the marketing research process, specifically the planning, collection, and analysis of data relevant to marketing decision making and communication of the results of this analysis to management. Students will use the knowledge gained to conduct and present an exploratory marketing research study. Students will design, execute, and present a marketing research project as an aid to making marketing decisions. (Principles of Marketing, Business Statistics).3 Credits.

MARK 356. Same as MAEN 422 and ACCN 423. Organizational Behavior. The course is based on the premise that in today's turbulent business environment, it is imperative that Human Resource professionals understand organizational behavior and how it contributes to organizational effectiveness. Highlighting best practice principles, the course develops the student's understanding of the theories and methodologies inherent in these practices and engages the students in discussions on the challenges facing Ethiopian organizations. 3 Credits.

MARK 362. Product and Brand Management. Some of a firm's most valuable assets are the brands that it has invested in and developed over time. Although manufacturing processes can often be duplicated, strongly held beliefs and attitudes established in consumers' minds cannot. This course provides students with insights into how profitable brand strategies can be created. It addresses three important questions. How do you build brand equity? How can brand equity be measured? How do you capitalize on brand equity to expand your business? The focus of this course is on strategic decisions about how a company can build and manage its products so that they are profitable to the company and at the same time adequately meet target customers' needs and wants. The course consists of lectures, exercises, and case discussions. Principles of Marketing and Marketing Communication and Culture). 3 Credits.

MARK 372. Internship. The internship supplements the student's academic program with experiential education. The internship experience will be guided by a learning contract outlining expectations and academic components. Three (3) credit hours will be awarded for approved internships provided that all conditions of the learning contract are met. The internship will occur during the summer between the second and third year. The intern will work regular work days for two and a half months. (Complete 2nd Year of classes). 3 Credits.

MARK 411. Corporate Social Responsibility and Business Ethics. This course will explore the role of business within society, involving such concepts as sustainable business, social auditing, corporate citizenship, and ways of deliberately including the public interest in corporate decision-making. It seeks win-win solutions for business and society by honoring the triple bottom line of People, Planet and Profit. In addition to general concepts and tools, it includes Micro-entrepreneurship: using business tools in practical projects to create viable business solutions. This course also considers personal moral and ethical issues that arise in doing business: how to manage and make business decisions with integrity, given your organization's internal, competitive, social and global environments, and stakeholder concerns. It looks at dilemmas where decision-making is difficult due to inadequate information, conflicting loyalties and values, inappropriate rules or orders, limited resources and new circumstances. (Civic and Ethical Education). 3 Credits.

MARK 412. Same as MAEN 342 and INSY 531. Management Information Systems. This course examines information as an organizational resource, specifically the planning, control and development of computer-based and non-computer based information systems in business. Topics include: decision support systems, management, business application, systems design and implementation, and organizational and social impacts. Students will work in teams on a proficiency task, developing analytical skills as they do a consulting report.(Introduction to Computer Applications). 3 Credits.

MARK 421. Risk Management & Insurance. Same as ACCN 352 and MAEN 462. The course explores the risk management issues facing firms and individuals,

examining how to protect firm value and personal wealth. It covers the areas of general risk management process, property and liability insurance, life and health insurance, annuities and employee benefits. The insurance industry and regulatory concerns are also addressed. In addition, the course touches on some of the new products emerging in the risk management arena and how the insurance industry responds to them. 3 Credits.

MARK 422. Production and Operations Management. Operations Management (OM) is the cost effective management of resources to achieve organizational goals. Most organizations recognize that world class performance in operations is essential for competitive success and long-term survival. This course will introduce students, the future business leaders, to the key concepts and tools that you can apply to design, plan, and improve the organizations' operations. The course examines the creation and distribution of goods and services in both the service and manufacturing sectors. Topics include location analysis, distribution models, inventory control models, scheduling and work design systems, and statistical process controls, 3 Credits.

MARK 431. Agricultural Marketing. Being a successful rural businessman or woman is a difficult managerial role. Very few non-rural businesses are presented with the continuing changes and variations that confront a rural business. The impact of climate means the rural manager has to continually consider, evaluate, assess (and reassess) often on a daily or even hourly basis, the numerous changes and types of information that may affect the rural business success. A successful rural manager also needs to understand his unique markets, and how to capitalize on market forces to maximize business profit. This course develops your ability to analyze and manage marketing problems in an agricultural enterprise. Topics covered include: market research, management of your marketing, promotions, handling produce, packaging, distribution, customer relations and more. (Principles of Marketing). 3 Credits.

MARK 432. Strategic Marketing management. This capstone course is designed to integrate the functional areas of business and to stimulate marketing management situations requiring problem-solving. Students are required to synthesize skills and knowledge form other business courses in support of strategy development skills. 3 Credits.

MARK 441. Same as MAEN 451 and ACCN 451. Business and Corporate Law. This course is an introduction which covers the fundamentals of business law, including contracts, liability, regulation, employment, and corporations, with an in-depth treatment of the legal issues relating to breakthrough technologies, including the legal framework of R&D, the commercialization of new high-technology products in start-ups and mature companies, and the liability and regulatory implications of new products and innovative business models. All entrepreneurs struggle and deal with many legal issues when forming, funding and operating growing businesses. All managers face legal issues when they start a new division or business unit. These legal challenges, and appropriate resolutions will be discussed. (Introduction to Business Management). 3 Credits.

MARK 442. Hospitality Tourism Marketing. Tourism is a growing sector in Ethiopia's economy with the potential to be a significant contributor to development. This course covers marketing aspects of tourism which includes advertising, promotion, publicity, sales strategies, products, delivery and future trends in tourism. Stress is on understanding the customer and customer service. Additional topics include laws that protect tourists, medical concerns of tourists, security for travelers, cultural exchanges, social contacts and government policies. Students will analyze a tourist activity, develop a promotional plan and develop promotional materials using computer graphics. (Principles of Marketing). 3 Credits

MARK 452. Project Management Same as MAEN 311 and ACCN 321. The purpose of this course is to provide students with practical experience in the management of development projects. It deals with planning, organizing, staffing, controlling, and directing projects. It lays major emphasis on project planning, techniques for monitoring and controlling projects, quantitative methods and tools, and leadership issues in project management. A term project that involves the development of a project plan for a non-trivial project will be required. Students in this course will gain this experience by serving with a development team of IS and IT students. Each team will have approximately an equal number of IS and IT students. (Introduction to Business Management). 3 Credits.

MARK 462. Senior Project. This last course of the Entrepreneurship and Business Management major is a chance for students to practice the knowledge they have gained. Each student has to prepare a plan and perform a project within a business or to build up a small company. In doing so he has to show the excellence that has grown during the time of study. As examples, projects could be related to the internship, the business plan done previously or some altogether new business idea. 3 Credits.

HOPE UNIVERSITY COLLEGE

SUPPORT AND CROSS-CUTTING COURSES NOT IN A DEPARTMENT MAJOR

COURSE DESCRIPTIONS

MATH 203. Mathematics I. The course included linear algebra and quadratic, exponential and logarithmic functions, finite mathematics including matrices, linear programming, logic, sets, counting, probability. 4 Credits.

MATH 204. Mathematics II. This course covers basic calculus and is designed for students not intending to major in mathematics, the physical sciences or engineering. The topics covered will include: limits, derivatives, relation to graphing, integration, multi-variables and applications. (Mathematics I). 4 Credits.

STAT 301. Introduction to Probability & Statistics. This course is designed to provide students an introduction to the basic science of statistics. Students will develop a useable understanding of research design, the organization of data, measures of central tendency and variability, central tendency theory, descriptive and inferential statistics, parametric and nonparametric tests, and basic test assumptions. Primarily, students will be introduced to the fundamental ideas of data collection and presentation, populations and samples; the presentation and interpretation of data, descriptive statistics, linear regression, and inferential statistics including confidence intervals and hypothesis testing. Basic concepts are studied using applications from economic ideas, education, business, social science, and the natural sciences. Also included is a mathematical introduction to probability theory including the properties of probability; probability distributions; expected values and moments, specific discrete and continuous distributions; and transformations of random variables. (Business Mathematics, Mathematics I or Applied Mathematics I).
3 Credits.

PHYS 202. Applied Physics. The purpose of this course is to reinforce learning of physics theory by a series of practical laboratory exercises. The topics covered include 1-d and 2-d motion, force and motion, energy and momentum, fluids, heat and temperature, wave motion, electric charge, potential and current, DC and AC circuits, magnetism, reflection and refraction of light and mirrors and lenses. (Mathematics I or Applied Mathematics I). 3 Credits.

ECON 202. Microeconomics. This course introduces and explores a variety of microeconomic topics, including: supply and demand, market equilibrium, elasticity, decision making by producers and consumers, production cost, market structures, public policy, the labour market, distribution of income, environmental policy, market efficiency and government intervention. Students will work in teams on a proficiency task, using their knowledge of microeconomics, to develop a business plan. (Sophomore English). 3 Credits.

ECON 203. Macroeconomics. This course introduces and explores a variety of macroeconomic topics, including: aggregate supply and demand, market equilibrium, Gross Domestic Product, employment, income, prices, major schools of economic thought, fluctuations, growth, monetary policy, fiscal policy, the national debt, international trade, and international finance. Students will contribute their knowledge of economics as they work on aa proficiency task developing a marketing plan. There will be attention to the global economic system and to the national Ethiopian Economy and the way these systems are influencing business decisions. (Sophomore English). 3 Credits.

CEED 201. Civic and Ethical Education. This fundamental objective of Civic and Ethical Education is producing good citizens with higher civic qualities. Good citizen who are well aware of their rights and responsibilities as well as endowed with various type civic virtues such as active participation, tolerance, civic mindedness etc have a lot to contribute in the process of democratization and development of their own state. In view of this, this course is designed to familiarize students with basic themes and concepts of civic and ethical education, constitutionalism, Democracy, Human Rights and some other pertinent issues in achieving the basic goal of the subject matter. The very nature of civic education requires active participation from the part of students in various ways such as forwarding original arguments, participating in class discussions, debates and presentations. . Thus students are highly expected to act accordingly for the successful delivery of the course. Professional ethics relates to fulfilling work responsibilities, honesty in financial matters and contributing to improvements in the workplace and profession. Ethical behavior also relates to society and the environment and includes tolerance, obeying the rule of law, respecting the rights of others, respecting the environment and practicing a sustainable lifestyle. 3 Credits.

PHIL 201. Introduction to Philosophy (Logic). This course introduces the fundamental concepts of logic and methods of logical reasoning. The purpose of this course is to develop in learners the skills required to construct sound arguments of their own and the ability to critically evaluate the arguments of others; cultivate the habits of critical thinking and develop sensitivity to the clear and accurate use of language. Topics to be covered in this course include: the nature of argument, definitions, fallacies, syllogistic logic, prepositional logic and rules of prepositional logic. 3 Credits.

FLEN 201. Sophomore English. A course designed to develop college-level reading and writing skills. It includes critical analysis of and written response to readings, as well as academic vocabulary, grammar and mechanics. It focuses on the steps of the writing process: planning, organizing, writing, peer review, revising, and editing while writing essays in various rhetorical patterns of organization and development. There will be in-class essays and others prepared outside of class. Students will write every day in class. In addition, students will improve listening and speaking skills through listening to lectures and taking notes, class discussion, giving short talks and responding to questions. 3 Credits.

FLEN 202. Professional Writing. A course extending use of the writing process to longer essays based on analysis of readings, through awareness of audience, purpose and diverse viewpoints. Additional writing will be based on readings and research in students' professional fields, incorporating credible evidence through quotations, paraphrase and summary, according to MLA/APA standards. Studemts will learn to distinguish between opinion, facts and inferences and to use argument and persuasion. Students will work in teams on a proficiency task, writing a marketing plan and presenting it to the class. (Sophomore English). 3 Credits.

FLEN 301. Presentation and Communication Skills. This course is designed to improve students' speaking and listening skills, understanding of turn taking, and other conventions and strategies in English conversation through discussion and role play. They will give short talks, planned and impromptu, and receive feedback. Through group assignments and presentations, students will improve their ability to discuss controversial or difficult topics in a respectful manner and tone: listening for understanding, then presenting their views - in conversation, to solve a business problem, or to persuade. As a final project, students will research an area of interest in their field and write a paper on it, using properly documented sources, and then make a final oral presentation to the class using AV equipment. Questions and answers will follow each presentation. (Professional Writing). 3 Credits.

COMP 201. Introduction to Computer Applications. This course is a broad introduction to the use of computers as tools for creativity, communications and organizing information. In addition to learning the technical fundamentals of computer use, students build skills in researching information, making appropriate ethical choices about the use of computers, and using technology to learn on their own and pass your new skills on to others. The role of the computer as a communications tool will be central to this course. All students will be given computer accounts to maintain files. We will also emphasize the use of the Internet as a tool for finding information and the use of word processing, presentation software and image editing to organize and communicate ideas. Topics will include computer hardware components, how the personal computer works and computer applications including word processing, spreadsheets, presentations, database and internet. Students are expected to learn to type and to practice exercises using MS Office. 3 Credits.

PSYC 201. General Psychology. The introductory survey course explores the scientific study of human nature, behavior, and cognitive processes. The major areas of psychological study will be reviewed including history, biology, memory, learning, development, personality, abnormal and social psychology. Emphasis will be placed on applying psychological principles and data to life experience. The course is also geared towards helping students conceptualize the psychological foundations of human behavior in all occupations. It is also the application of the principles and concepts in overcoming various kinds of human and environmental barriers for effective relationship. Topics to be covered include motivation, emotion, knowledge retention, group dynamics and worker efficiency, sensation and perception, personality, and development of attitudes. Students will work on a proficiency task, developing a personal statement of goals and values. (Sophomore English). 3 Credits.

LEAD 501. Leadership Skills. The purpose of this course is to encourage you to carefully analyse responsibilities and commitments in the context of leadership for the common good and for purposeful change. Students will come to understand the concepts of relational and servant-leadership and how they differ from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will also develop their leadership potential

through the completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities. This course addresses the responsibility of a leader for business, society and himself. What will be the legacy of the professional leader? What difference does he make in all the networks in which he is participating? What is his basic attitude toward all the stakeholders? These kinds of questions are the core theme of this course. 3 Credits.