

# Northrise University



## Course Catalog

*For the Dordt College Bound Students*

**August 2017**

30029 Kitwe-Ndola Road Dual Carriageway

P.O Box 240271

Ndola, Copperbelt

Zambia

Voice: +260-212-622-195

Fax: +260-212-622-198

Website: [www.northriseuniversity.com](http://www.northriseuniversity.com)

Email: [info@northrise.org](mailto:info@northrise.org)

## Contents

1.0. Founder's Statement.....	5
2.0. Our Mission.....	5
3.0. Our Functions.....	6
4.0. Our Core Values.....	6
5.0. Our Code of Honor.....	7
6.0. Educational Programs.....	8
Undergraduate Programs.....	8
7.0. Duration to Complete a Program.....	10
8.0. Major Studies .....	10
9.0. Minor Studies .....	10
10.0.    Christian Thought and Practice Courses.....	11
11.0.    Course Credit Structure.....	12
12.0.    Service Learning .....	12
13.0.    Chapel Attendance .....	14
14.0.    Grade Point Average (GPA) .....	14
15.0.    Grading System.....	14
16.0.    Academic Progression Policy .....	15
17.0.    Plagiarism Policy .....	16
18.0.    Course Format and Teaching Style .....	17
19.0.    Graduation Requirements .....	18
20.0.    Northrise University Faculties .....	19
20.1.    Center for Information and Communications Technologies (CICT).....	19
Bachelor of Information Technology in Web and Software Development – BIT (WSD).....	21
20.2.    Faculty of Law .....	23
21.0.    Description of first year Courses .....	27
SEM 101: Introduction to University Studies.....	27

ENG101: English Grammar.....	29
ENG102: Writing Skills .....	32
MAT101: Algebra .....	36
CIT101: Computer Literacy Basics.....	39
HUM103: Major Religions of the World .....	43
ACC101: Introduction to Accounting .....	46
HUM104: Zambian Studies .....	49
SOC103 Social Issues .....	53
CIT209 Introduction to Networking .....	59
CIT102 Introduction to Programming .....	62
22.0. Description of second year courses CICT.....	66
SEM201: HIV-AIDS Seminar .....	66
CIT201: Information Systems Concepts .....	69
DBT202: Database Design .....	73
CIT209: Introduction to SQL.....	77
MGT202: Organizational Behavior .....	80
CTP201: Biblical Worldview .....	85
23.0. Description of second year courses Faculty of Law .....	88
LAW102: Legal Writing & Methods.....	89
ECO101: Economics.....	92
LAW201: Law of Tort.....	95
LAW202: Law of Contract .....	98
LAW203: Criminal Law .....	102
LAW204: Constitutional Law.....	106
LAW205: Family & Succession Law .....	111
LAW206: Land Law .....	114
LAW209: Commercial Law.....	118
24.0. Financial Aid Rules.....	122
25.0. Student Responsibilities.....	124
26.0. Standards of Student Conduct.....	124
27.0. Sexual Standards and Conduct Policy .....	126
28.0. Academic Ethical Standards .....	127
29.0. Student Disciplinary Procedures .....	128

30.0.	Academic Policies.....	129
	Class Attendance Policy .....	129
	Incomplete and Late Assignments .....	130
	Assessment Appeal .....	131
31.0.	Appendix .....	135

## **1.0. Founder's Statement**

Northrise University (NU) was conceived through the experiences of its founders, Doreen and Moffat Zimba. Born in Zambia, both Doreen and Moffat suffered from the lack of educational opportunities for high school graduates that still characterize their country.

Through God's grace, hard work, perseverance, faith, and the generosity of supporters Moffat was able to gain an accounting qualification and to work in this profession within Zambia. They then moved to Australia where they both completed undergraduate theological studies, and later Doreen commenced computer studies.

From Australia they moved to the United States where Moffat completed his doctorate in Theology and Doreen gained an MBA in Technology Management.

While on this educational journey, God strengthened Doreen and Moffat's vision of starting a school in Zambia. Over time He nourished their desire to impact the living conditions of Zambians through higher education. Thus, the concept of NU, an institution that could empower Zambians by providing an education that nourishes and develops the spiritual and economic capacity of the Zambian people, was initiated.

Doreen's and Moffat's passion for the Northrise vision, their faith, and above all God's guidance, brought other people to the vision so that support groups were founded in Australia, the United States, and Zambia. Many people brought intellectual and financial resources, prayer, and commitment to the project, and in January 2004 the vision of Doreen and Moffat Zimba was realized: NU commenced teaching in Ndola, Zambia. Doreen and Moffat are eternally grateful to God for making His vision a reality.

## **2.0. Our Mission**

The mission of NU is to sustain a Christ-centered university that transforms and equips men and women to serve in ministry and business while working in unison for the spiritual and economic health of Zambians.

As devoted Christians, we believe that a person's life cannot be complete without a personal relationship with God. At the same time, we are aware that men and women must be equipped to thrive in their personal lives and careers. We share in God's vision to empower the

people of Zambia, to bring economic revitalization, and to foster an environment of both spiritual and economic hope for future generations.

### **3.0. Our Functions**

The functions of the NU include:

- a. To create and communicate knowledge by means of teaching and research of the highest quality;
- b. To encourage undergraduate and postgraduate study and research;
- c. To provide facilities and courses for Zambians and international students for higher education generally, and for professional occupations particularly;
- d. To award undergraduate, postgraduate degrees, diplomas, and certificates in its own right, jointly with other institutions, or as otherwise determined by the university's Council while always partnering with high quality organizations with the potential to make significant contributions to their communities;
- e. To foster lifelong learning in graduates and others alike;
- f. To encourage students to maintain the highest ethical values wherever they serve; and
- g. To pursue community activities, which benefit society at large.

In the exercise of its functions the university pays special attention to the laws of the Government of the republic of Zambia.

### **4.0. Our Core Values**

At NU God inspires our core values.

- a. Commitment and Dependency – We desire each day to follow and honor Jesus Christ in all we do. We are committed disciples of Jesus and acknowledge our dependence on Him through prayer, worship, and obedience.
- b. Biblical – We desire to be guided by the Holy Spirit, living out a biblical worldview through academic study, meditation on Scripture, prayer, and community action.
- c. Love and Service – We seek to be a place where Christian love and service is evident and we are committed to respecting and treating all people as equals—and to do this in a way that allows God's overwhelming love to shine through us.

- d. Faith - We recognize that God's evangelical mission has made us into a redemptive community, which, acting out of faith, is being transformed into the likeness of Christ.
- e. Spiritual - We pursue spiritual development of all university students and staff members.
- f. Faithful Stewardship – We desire to honor God by being thankful, faithful, and respectful of all the resources He provides for us as we use them to His honor and glory.

## **5.0. Our Code of Honor**

The Code of honor for NU arises directly from our core values.

The basic principles, which guide the development of Christian character and govern Christian behavior, are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his or her enrollment, agrees to abide by the rules and moral precepts, which govern the University community. Because of the University's commitment to the lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the University community, regardless of position.

While the Bible does not provide specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others, or bring disrepute to the University. Out of these general principles come certain concrete expectations, which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life;

- a. To uphold at all times and in all places, both on and off campus, the University's Mission Statement.
- b. To protect the personal rights of others, refraining from any physical or verbal abuse and exemplifying courtesy, consideration, and respect.
- c. To protect the property rights of others from theft, damage, or misuse.
- d. To adhere to all university policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.

- e. To obey, respect, and uphold the law of the land, unless that law is contrary to the scriptures.
- f. To refrain from the possession, use, or distribution of alcoholic beverages and illegal drugs or controlled substances.
- g. At all times, to exhibit good taste, decency, and restraint, refraining from disorderly conduct or indecent, profane, or obscene expression.
- h. To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.
- i. To abstain from any sexual relations outside the bonds of marriage. For those who are single to abstain from fornication.
- j. To exemplify high principles of honor, integrity, and morality and to help others fulfill their obligations under this code.

## **6.0. Educational Programs**

NU has several schools (faculties), Northrise Business School (NBS), the Center for ICT (Information and Communications Technologies) (CICT), the Faculty of Law (FOL), the Faculty of Theology (FOT), and the Faculty of Health and Social Sciences (FHSS). Plans are under way to introduce a School of Agriculture in the near future. The various schools that are operational offer courses as outlined below and as described in detail under the various related sections of this catalog.

### **Undergraduate Programs**

- a. Bachelor of Information Technology in Web and Software Development (BIT Web, SD) – A four year program in the study of information technology with an emphasis on web-based and traditional client-server computer software development
- b. Bachelor of Information Technology in Database Technologies (BIT, DBT) – A four year program in the study of information technology with an emphasis on database management systems.



- c. Bachelor of Science in Computer Science (BSc, CS) – A four year program focusing on the practical and theoretical dimensions of computer science. It prepares students for careers in the fields of software development, computer networking and security.
- d. Bachelor of Business Administration (BBA) – A four year program concerned with the question of how an enterprise's resources (personnel, equipment, finance, and so on) can be deployed as effectively and efficiently as possible.
- e. Bachelor of Finance and Accounting (BFA) - A four year program that has been developed in partnership with the Zambia Institute of Certified Accountants. The program embarks on the study of organizational business and finance. Students who graduate with the BFA are eligible to do the last level of CIMA and attain that qualification upon successful completion.
- f. Bachelor of Project Management (BPM) - A four year program designed for individuals who require an understanding of the process for planning, managing, monitoring and evaluating complex projects and assignments within a specified time period and resources to achieve specific goals objectives.
- g. Bachelor of Commerce in Entrepreneurship (BCom, Ent) - A four year program designed to equip students to deal with the challenges of operating their own business. These challenges include the intense competition both locally and internationally, dealing with people and technology, and managing the financial aspects of the business.
- h. Bachelor of Theology (BTh) – A four year program aimed at preparing men and women to acquire coherent knowledge of the Holy Scriptures for the responsibility of effectively caring for God's people and communicating the substance of Christian knowledge as leaders in the church.
- i. Bachelor of Social Work (BSW) – A four year theoretical and practical program, aimed at producing graduates with skills that are relevant in changing society. The program is built around the core values of the field of social work and those of NU; values centered around transformation by Christian values and integrity.

- j. Bachelor of Laws (LLB) – A four year program which prepares students to serve in the legal profession once they have been trained in logical and clear thinking, expression of complex ideas, understanding of composition, fair use of evidence and rules, the art of argument and negotiation as well as a sound grasp of legal disciplines that govern society.

#### **7.0. Duration to Complete a Program**

- a. Undergraduate Programs – The minimum time it takes for a student who has passed all courses as outlined in the Course Path to complete an undergraduate program is four (4) years. In special circumstances students may complete undergraduate programs in less time.
- b. Postgraduate Programs – The minimum time it takes for a student who has passed all courses as outlined in the schedule to complete a postgraduate program is two (2) years.

#### **8.0. Major Studies**

A Major is a concentration of courses that give a student an in-depth knowledge of a field of study. A Major prepares one to go on for graduate work in the same field or for particular types of professions. A business Major, for example, typically prepares a student to take a master degree in business or to take a job in an environment where they would use their business skills. The number of major courses at NU varies for each program.

#### **9.0. Minor Studies**

Students in many programs are required to take a Minor study. A Minor study is a group of courses designed to provide students with an area of knowledge and skills that either:

- a. Draw from a recognized discipline and are designed to contribute to the Major, or
- b. May transcend traditional disciplinary boundaries, but complement the objectives of the program.

Students are given the opportunity to select four Minor courses from courses offered at undergraduate level. It is advisable to consider the whole range of Minor

studies offered. However the availability of these studies may be limited by a number of factors, including:

- a. The authorization of the student's choice by the Academic Adviser and Faculty
- b. The satisfactory completion of pre-requisite courses by the student
- c. Timetabling constraints
- d. Availability of faculty to teach the Minor courses

***Note:***

Minor studies should be taken in a structured sequence.

### **10.0. Christian Thought and Practice Courses**

At NU, we believe that the integration of faith and learning is at the essence of authentic Christian higher education and should wholeheartedly be implemented across the campus and across the curriculum. We begin building our thinking on this vital subject by affirming the love for God and the love for study, the importance of devotion and the importance of instruction, the place of spirituality the place of scholarship, the priority of affirming and passing on tradition and the significance of honest intellectual inquiry. These matters are in tension, but not in contradiction – and if rightly understood they can be seen as connectives, bound together, not matters of exclusivity.

We begin with a faith commitment that informs all learning, which also shapes expectations for living. The moral and spiritual virtues have vital cognitive significance and hence strengthen both teaching and learning. Thus we believe that humility strengthens and arrogance hampers the learning process. Not only humility, but faith, love, gratitude, integrity, and other like virtues are essential for a balanced approach to Christian higher education.

Thus at NU we believe that loving God with our minds--thinking Christianly--points us to a unity of knowledge, a seamless whole because all true knowledge flows from the One Creator to His one creation. At NU we are intentional about integrating faith and learning in every discipline not as a cliché, or public relations watchword, but as a foundational reality. We are intentional about a commitment to truth, for by Him and for Him are all things held together.

### 11.0. Course Credit Structure

A single credit is intended to represent a prescribed nominal period of active student input in the learning process. Credits indicate a quantity of assessed learning and contribute to a cumulative indication of the modules or topics, which a student has completed as specified by relevant course regulations. Credits are gained by satisfying the Board of Examiners as specified in relevant academic regulations. Generally, course credits at NU are structured as shown below. Exceptions may be made to the structure by the Head of Faculty in consultation with the Vice President of Academics.

**Note:** Seminars, Service Learning and Chapel Attendance are not considered to be courses and are denoted by an \* in the table below.

General Credit Structure for Undergraduate Programs			
	Courses	Individual Credits	Total Credits
Seminars*	4	1	4
Bridging Courses	6	3	18
Foundation Courses	8	3	24
Majors	12	3	36
Minors	4	3	12
Christian Thought and Practice	4	3	12
Projects	1	6	6
Service Learning*	4	2	8
Chapel Attendance*	4	2	8
TOTAL	35		128

### 12.0. Service Learning

Education at NU includes the opportunity to serve the people of Zambia, in particular, the City of Ndola. This is partially accomplished by the link of academic study to community service. Service-learning is a method by which students learn and develop through active participation in organized service, which is conducted in and meets the needs of the community. This service is integrated into and enhances the academic curriculum and provides students with structured opportunities for critical reflection on their service experience. It also enhances students' appreciation of

themselves, societal and civic issues, as well as encourages students' commitment to be active citizens throughout their lives.

In summary, Service Learning is an educational method and experience:

- a. Through which students learn and develop by means of active participation in thoughtfully organized service experiences that meet actual community needs.
- b. That is integrated into the students' academic curriculum and provides structured time for students to think, talk or write about what they did and saw during the service activity.
- c. That provides students with opportunities to use newly acquired skills and knowledge in real life problem solving situations in the community.
- d. That enhances student learning beyond the classroom and fosters a clearer sense of servant hood and living as Kingdom citizens.

In the first two years at NU, Service Learning is implemented in partnership with social sector organizations that work for the benefit of the community. Thereafter students will be permitted to undertake Service Learning with other organizations, including profit driven entities to prepare them for placement upon successful completion of their academic studies. Service Learning has two credits awarded to students each Academic Year. Each student works a minimum of twenty (20) hours each semester.

However CPS and DEL students do not participate in service learning. Instead, they take Service Learning Test out Exams. Refer to the section on Test out Exams for details of the Service Learning Test out exams. CPS and DEL students will be tested on all the course work offered during each Academic Year for purposes of awarding Service Learning credits. This is due to the constraints experienced by these students in finding time to work outside their organizations during the week. CPS students who wish to opt out of the test must participate in Service Learning during day hours. The Service Learning Test (SLT) is administered at the end of P3 and P6.

### **13.0. Chapel Attendance**

As an academic institution whose values are rooted in the teachings of the Lord Jesus Christ, NU has a mandate to pass on these values to members of its community. One way this is accomplished is through attending chapel sessions that held on campus at least once a week. Students are required to attend Chapel on a regular basis. However, students are allowed to miss 30% of chapel attendance during a semester. If they miss chapel for more than that threshold they will not earn the one credit in that semester towards graduation. Students who miss 30% of chapel will also not be considered for Financial Aid in the upcoming Award Period.

### **14.0. Grade Point Average (GPA)**

GPA stands for Grade Point Average. It is a measure of a student's academic achievement. The GPA system is used by many higher learning academic institutions for evaluating the overall scholastic performance of students. There are many “scales” used to calculate GPA. Currently, NU uses the 4.33 scale. It is the responsibility of the student to know how to calculate the GPA in the first Semester when they matriculate at NU.

All NU courses satisfying the diploma and degree requirements must be completed with a grade point average of at least 2.00 for undergraduate programs. If a student enrolled in a diploma or degree program achieves a GPA of less than 2.00 at program completion, they will be awarded a “lesser” qualification than the award they initially applied for.

The minimum GPA for graduation in postgraduate programs is 2.50. If a student enrolled in a graduate program achieves a GPA of less than 2.50 at program completion, they will be awarded a “lesser” qualification than the award they initially applied for.

### **15.0. Grading System**

Courses are graded accordingly based on performance. The following chart shows the grading system used to determine a student's Grade Point Average.

<b>Letter Grade</b>	<b>Numerical Grade</b>	<b>Grade Points</b>
A+	90 - 100	4.33
A	80 - 89	4.00
B+	75 - 79	3.33
B	70 – 74	3.00
C+	65 - 69	2.67
C	60 – 64	2.00
D+	55 – 59	1.67
D	50 - 54	1.00
F	0 - 49	0.00

Overall grades upon completion of all courses:

- High distinction (Honors) for Grade Point Average 3.50 and above
- Distinction for Grade Point Average of 3.00 to 3.49
- Merit for Grade Point Average of 2.50 to 2.99
- Credit for Grade Point Average of 2.25 to 2.49
- Pass for Grade Point Average of 2.00 to 2.24

#### **16.0. Academic Progression Policy**

NU has put in place an Academic Progression policy to guide the development of a student through their study. Upon completion of Bridging and Foundation courses, typically at the end of the second year of study, students who attain a minimum Grade Point Average (GPA) of 2.00 will be permitted to proceed onto any Social Science degree (as specified by the University) and a GPA of 2.50 onto any Natural Science degree (as specified by the University).

For example, all Theology and Business degrees (except the Bachelor in Finance and Accounting, which requires a minimum GPA of 2.50) require a minimum GPA of 2.00 to progress into the third year of study whereas all programs under the Centre for ICT studies require a minimum GPA of 2.50.

In the event that a student fails to meet the minimum Progression GPA in their respective program, they will be provided the option of studying for any other degree program provided that they have a minimum GPA score of 2.00. A lesser GPA may result in the student repeating selected courses to improve their performance or the student may be expelled on academic grounds.

### **17.0. Plagiarism Policy**

Plagiarism is a serious academic offense. The World Wide Web has become a popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. You are responsible as a student to educate yourself about plagiarism as much as possible. Students fail courses at and are expelled from NU as a result of committing plagiarism. This information is intended to inform you of what plagiarism is; why it brings severe penalties at NU, and how to avoid it.

Plagiarism is a form of dishonesty or cheating that occurs when a person passes off someone else's work as their own. It comes in many shapes and forms including failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the Internet or handing in a paper written by another student.

#### **Please take note of the following:**

- a. **Plagiarism is a serious offense at NU.** Instructors utilize tools that enable them to detect plagiarized work and report all instances of plagiarism to the Office of the Vice President of Academics. In other words, in addition to dealing with the course instructor, students who plagiarize must also deal with



the University. Students found guilty of plagiarism will have the incident recorded on their file and may be expelled from the university.

- b. **All parties to plagiarism are considered equally guilty.** If you share your coursework with another student and they plagiarize it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should you make your coursework available to another student unless the instructor gives explicit permission for this to happen.
- c. **Students found guilty of plagiarism fail the course.** Without exception, any students found guilty of plagiarism fail that particular course. The reason is that they would be missing part of their assessment to fulfill course requirements. A student with a prior record of plagiarism who is found guilty of the same offence will be expelled from NU.
- d. **Avoid plagiarism at all costs!**

### **18.0. Course Format and Teaching Style**

The courses taught focus on the teaching of theory and the development of skills in the participating students. To fully develop these skills in students, computer-related programs are combined with theoretical lectures, practical laboratory sessions, and student projects.

Theoretical Lectures are taught in lecture and discussion format without computers in front of each student. Based on assigned course texts, each lecture session lasts for 1 to 4 hours, depending on the course, and possibly followed by a laboratory session. Text reading is assigned at the end of each lecture. Theoretical lectures comprise 40% - 45% of the student's learning experience. Each lecture starts with a devotional focused on the teachings of Jesus Christ and how they apply to our everyday lives. This gives us the opportunity to share our faith with the students while at the same time encouraging moral and ethical behavior.

Practical Laboratory Sessions, especially for students pursuing computer technology programs and where each student is assigned to a computer workstation, enable the students to experience first-hand lessons taught in the lecture. In these 1 to 2 hour sessions each student is assigned exercises to complete. Depending on the class, instructors are on-hand during the laboratory sessions to monitor student activity and answer questions. Extra credit assignments are also provided to challenge the more advanced students. Laboratory sessions may comprise 40% - 45% of the student's learning experience.

Team Projects are also assigned from time to time to challenge students to use the learned skills in simulated real-world settings. Some projects may be assigned to individual students, and most projects are assigned to groups of students. Student projects comprise 10% - 20% of the student's learning experience.

Students have laboratory computer sessions during the weekdays and occasionally on Saturdays. During this time, students are encouraged to complete advanced extra-credit assignments, work on individual or team projects, and further investigate what they have been taught.

## **19.0. Graduation Requirements**

Students pursuing programs at NU are required to satisfy the following graduation requirements:

- a. Successful completion of a minimum of 60 credits for Diploma programs with at least 30 credits being completed at NU
- b. Successful completion of a minimum of 131 credits for Bachelor programs with at least 50% of the credits being completed at NU
- c. Successful completion of a minimum of 40 credits for Master Programs with at least 20 credits being completed at NU
- d. A minimum residence of four (4) academic Semesters for undergraduate programs, except for Distance e-Learning (DEL) students

- e. A minimum residence of one (1) year for postgraduate programs, except for DEL students
- f. Successful completion of a minimum stipulated student contact hours at approved practicum placements
- g. The filing of all necessary forms in accordance with the timetable provided by the University
- h. Successful completion within the maximum allowed time limit of five (5) years of graduate requirements that were in effect at the time of student's entrance into the program and a maximum of eight (8) years for undergraduate programs
- i. Settlement of all financial obligations to NU

***Note:***

- i. Students are individually and ultimately responsible for knowing and completing the graduation requirements that apply to them, including completing the requirements for their Major and Minor, calculation of their GPA, and fulfilling distribution requirements. In most cases, the rules that must be satisfied in order to graduate are based on the General Academic Announcements that are in effect at the time of matriculation. It is also possible to graduate under the requirements of the General Academic Announcements that are in effect at the time a student graduates.
- ii. NU reserves the right to update graduation requirements based on the academic conditions at the time of students' graduation.

## **20.0. Northrise University Faculties**

### **20.1. Center for Information and Communications Technologies (CICT)**

#### **Faculty Overview:**

The Center for Information and Communication Technologies (C ICT) is committed to offering students with the highest quality of computer technology skills to enable them serve businesses and other organizations in an efficient manner. In addition to this goal, the center

aims to contribute to scientific and technological innovation in education with a primary thrust in two areas: Curriculum Development and Program Improvement and Innovation. Curriculum Development encompasses the design and implementation of new curricula, courses, laboratories and instructional materials. Program Improvement encompasses faculty and teacher development, student academic support and formal partnerships with industry, government, educational institutions and other stakeholders.

The center envisions the promotion of innovative, relevant and viable research and development initiatives. Believing in the complexity and diversity of human development, the center promotes a multi-disciplinary and multi-stakeholder approach in its research and development program. Objectives of the Center for Information and Communication Technology support the aims and objectives of NU and relate directly, to those of the Center for ICT. The faculty endeavors to:

- i. Equip students with the latest theoretical and practical knowledge in the IT industry
- ii. Provide curriculum, content, resource and other support materials to equip students with the skills and knowledge required in today's ICT workforce
- iii. Enhance education through utilization of Information and Communication Technologies
- iv. Develop courses and academic tracks relevant to the advancement of the center's research and development thrust
- v. Design and deploy relevant and viable technology solutions to address developmental issues and concerns
- vi. Be a significant contributor to the body of knowledge in the area of ICT

### ***CICT Programs***

The following are programs offered under the Center for ICT. Note this is only for the students bound to Dordt College for August 2017

#### **Bachelor of Information Technology in Web and Software Development – BIT (WSD)**

##### **Overview**

The BIT Web and Software Development program emphasizes the acquisition of software design and development skills. Students pursuing this program will learn how to develop innovative and usable software, describe key processes for software acquisition, development and maintenance, select the most appropriate life cycle for a given development as well as estimate the effort, resources and time required to execute a project. The course will explore software development from a managerial perspective putting emphasis on the selection of appropriate development life-cycle for the problem at hand, estimating effort and development times, in understanding the unintended consequences of common project management actions within and across projects and challenges of outsourcing and working with distributed teams.

##### **BIT (WSD) Program Objectives:**

After the course, students should be able to:

- i. Perform background research and a feasibility study prior to embarking on a development project.
- ii. Develop and customize quality software solutions applicable to Zambia and the international market.
- iii. Understand software development methods and practices, and their appropriate application in Zambia.
- iv. Demonstrate basic competency in Web development, programming and deployment.
- v. Collect and analyze user requirements using a formalism such as UML, including business process modeling
- vi. Explain and apply Web design and usability principles applicable to a Zambian context.

### **BIT (WSD) Award Eligibility:**

To be eligible for the award of the degree BIT in Software and Web Development, students must satisfy the following requirements:

1. Completion of the five (5) Foundation courses as stipulated annually in the student handbook or other University documentation: (3 Credits each)

- Introduction to Accounting
- Organizational Behavior
- Introduction to Programming
- Information Systems Concepts
- Programming with C

**Total = 15 Credits**

2. Completion of the following nineteen (19) Major courses: (3 Credits each)

- Database Design
- Introduction to SQL
- Introduction to Networking
- Introduction to Web Development
- Algorithms and Data Structures
- Object Oriented Programming with C++
- Multimedia Publishing
- Programming with C#
- Systems analysis and Design
- Software Quality Management
- Advanced Web Development
- Software Engineering
- XML
- Programming with PHP
- MySQL Database Administration
- Active Server Pages

- Mobile Application Development
- Advanced Java Programming
- Programming with Joomla

**Total = 60 Credits**

3. Completion of Business and Personal Ethics

**Total = 3 Credits**

4. Completion of one (1) Final Year Project

**Total = 6 Credits**

5. Completion of six (6) Bridging courses:

**Total = 15 Credits**

6. Completion of four (4) Christian Thought and Practice  
(3 Credits each) **Total = 12 Credits**

7. Not less than seventy (70) percent Chapel Attendance  
(2 Credits each/yr.) **Total = 8 Credits**

8. Attend an Introduction to University Studies Seminar  
1 Credit

9. Attend an HIV/AIDS Seminar 1 Credit

10. Complete a Community Development Seminar  
1 Credit

11. Complete a Career Development Seminar 1 Credit  
**Total = 4 Credits**

12. Complete (4) Service Learning participations (2 Credits  
each/yr.) **Total = 8 Credits**

**Overall Total= 131 Credits**

## **20.2. Faculty of Law**

### **Overview:**

Law is sometimes wrongly judged as a dull discipline pursued by ethically dubious persons, whereas the truth is it's a vivid and varied subject which affects every part of our lives. In fact knowing the law is one of the most empowering steps a person can take. Physics, history,

languages, business, medicine, and other subjects are all vital academic disciplines but law permeates into every cell of social, personal and professional life. Law governs everything from birth to death. Law regulates the air we breathe, the food and drink that we consume, our travel, relationships, family relationships, our property, sport, science, employment, education, and health, everything in fact from neighbor disputes to war.

A university law degree is the most adaptable of academic qualifications. While many law graduates in Zambia proceed on to ZIALE (Zambia Institute of Advanced Legal Education) and receive a bar exam, equally many use the qualification to become successful in companies, academic research, the media, the civil service, local government, teaching, NGOs and politics. Many world leaders have a background in law – Nelson Mandela and Ghandi to name a few. Also staggering twenty five out of forty-four US presidents are/were lawyers. At NU Faculty of Law you will get a unique opportunity to achieve invaluable skills such as:

- i. logical and clear thinking
- ii. the art of articulating and expressing complex ideas
- iii. understanding of the composition and art of argument and negotiation
- iv. the fair use of evidence and rules, and a sound understanding of the rules and legal disciplines that govern society such as constitutional law, administrative law, public international law, human rights law, criminal law, media law and more, as well as the rules that govern our interactions as human beings such as contract law, the law of torts, property law, company and corporate law, intellectual property law
- v. applying ethical and biblical principles in the practice of the various disciplines in law



Expect an education that will require a lot of independent work from you. But this is your opportunity to grow, and achieve excellence, and we are there to support you every step of the way.

### **LLB Award Eligibility:**

To be eligible for the award of the degree LLB, students must satisfy the following requirements:

1. Completion of the two (2) Foundation course as stipulated annually in the student handbook or other University documentation: (6 Credits each)

- Economics
- Legal Writing Methods

**Total = 9 Credits**

2. Completion of the following nineteen (19) Major Courses: (3 Credits each)

- Contract Law
- Torts
- Family & Succession Law
- Constitution Law
- Criminal Law
- Land Law
- Public International Law
- Human Rights
- Criminal & Civil Procedure
- Evidence
- Administrative Law
- Commercial Law
- Alternative Dispute Resolution (ADR)
- Immigration & Refugee Law
- Jurisprudence
- Information Technology Law

- Company & Insolvency Law
- Intellectual Property Rights Law
- Employment Law/Labour Law

**Total = 57 Credits**

3. Completion of one (1) Elective **Total = 3 Credits**

4. Completion of Research Methods

**Total = 3 Credits**

5. Completion of Business & Personal Ethics

**Total = 3 Credits**

6. Completion of seven (7) Bridging courses

**Total = 15 Credits**

7. Completion of a Final Research Project

**Total = 6 Credits**

8. Completion of four (4) Christian Thought and Practice (3 Credits each)

**Total = 12 Credits**

9. Not less than seventy (70) percent Chapel Attendance (2 Credits each/yr.)

**Total = 8 Credits**

10. Attend an Introduction to University Studies Seminar

1 Credit

11. Attend an HIV/AIDS Seminar

1 Credit

12. Complete a Community Development Seminar

1 Credit

13. Complete a Career Development Seminar

1 Credit

**Total = 4 Credits**

14. Complete (4) Service Learning participations

(2 Credits each/yr.)

**Total = 8 Credits**

**Overall Total = 131 Credits**

**LLB Program Major:**

The Major for the LLB is Law.

**LLB Program Minors:**

The LLB program has no minor.

**21.0. Description of first year Courses****SEM 101: Introduction to University Studies****Background and Rationale**

This course is tailored to help first year students prepare for University education. The course is focused on student learning and discovery as opposed to the instructor passing on information to students. The course shall be delivered in five-three hour lectures.

**Learning outcomes**

At the end of the seminar, students should be able to do the following:

- (a) Set educational goals and objectives and work towards achieving them, and exhibit a positive attitude towards learning
- (b) Exercise their rights as students and take up their responsibilities as well as manage their time - set priorities, schedule activities within the available time and manage stress
- (c) Read and comprehend and learn from lectures and study groups
- (d) Study effectively for exams, take and learn from exams & Exhibit good learning and healthy habits that enhance success
- (e) Learn the general policies and procedures of NU and the necessary academic requirements for graduation

**Course content****Setting Goals & Objectives**

At the end of this session students will be able to do the following:

- Define goals and objectives and understand their importance
- Discuss the necessary steps for setting goals and objectives, and the characteristics of good objectives
- Discuss the necessary steps for achievement
- Know students' rights and responsibilities
- Discuss the seven big mistakes that students make

### **Time and Stress Management**

At the end of this session students will be able to do the following:

- Apply the Pareto Principle
- Identify and deal with time wasters
- Develop an effective time management system
- Define stress and eustress, and apply strategies for avoiding and managing stress

### **Learning to Learn**

At the end of this session students will be able to do the following:

- Understand basic principles of learning
- Identify your best learning style
- Develop effective note taking
- Learn to map concepts
- Develop exam taking strategies

### **Study and Learning Skills**

At the end of this session students will be able to do the following:

- Explain the principles of learning, the seven attitudes, and the best learning skills
- Use the general method of problem solving
- Articulate the computational theory of the mind
- Apply the PQ4R reading method
- Use the seven sides of the brain

### **How to Study Effectively & Improve Creative Thinking**

At the end of this session students will be able to do the following:

- Improve reading, comprehension, and Math skills
- Create favorable reading conditions, apply good study techniques
- Develop skills to improve memory and visualization
- Prepare for exams, take exams and learn from exams
- Set up study groups, exercise creative thinking

### **Assessment**

- Continuous Assessment 100%

### **Prescribed Textbooks**

- Martin D. How to be a Successful Student, A Complete Summary of the Tools, Tips and Techniques for Becoming an Efficient and Successful Student 2nd Ed., USA: Martin Press (ISBN: 0-9617044-2-X)

### **Recommended Textbooks**

Anderson, Katz, Durston, Poole & Horton. Study Methods – A Practical Guide. Australia: McGraw-Hill Book, 1969 (ISBN: 0-7166-2055-3)

## **ENG101: English Grammar**

### **Background and Rationale;**

This course is focused on introducing students to English grammar in relation to how grammar links to the overall structure of discourse and to the contexts in which grammar is produced.

The course emphasizes a better grasp of aspects of text production; recognition that discourses is not a static product, but a constantly changing, negotiated process.

The course also endeavors to help students apply English grammar in their work areas as well as their everyday lives.

### **Learning Outcomes**

- a. To further students' knowledge of English through exploration and analysis
- b. To help students acquire a global vision of English

- c. To see grammar as providing a means of understanding the relation of form to meaning, and meaning to function, in context
- d. To provide students a basic terminology, within this framework, will enable them to make these relationships explicit.

## **Course Contents**

### **1.0 Language and Meaning Part I**

- Meaning and techniques for Grammar analysis
- Design Features
- Word Classes

### **2.0 Language and Meaning II**

- 1. Word classes
- 2. Communicative acts
- 3. Content of Communication
- 4. Three ways of interpreting clause structure

### **3.0 Linguistic Forms and Syntactic Functions**

- 1. The basic syntactic concepts
- 2. The process of testing for constituents
- 3. The different components of a sentence
- 4. Types of clauses and how they are used in language development & the concept of structure
- 5. Expansion of linguistic units in detail & Syntactic categories and relationships

### **4.0 Testing for Constituents**

- 1. Definition of Language & the importance of language and its uses
- 2. Types of communicative acts & content of communication
- 3. The effects of different aspects in a communication event
- 4. The three ways of interpreting the clause structure
- 5. The three strands of meaning discussed that form the basis of functional grammar.

## **5.0 Introduction to Clause structure**

- Discuss the different syntactic elements with relevant examples
- Describe different clause elements
- Explain how to classify the different clause elements
- State how different clause elements combine to form patterns
- State the importance of the structures of the clause

## **6.0 Conceptualizing Patterns of experience**

- Explain the different participants, processes and circumstances involved in conceptualizing patterns of experience.
- Discuss the important roles played by each of the mentioned.
- Describe the different types of processes.
- Discuss the mentioned types of processes and how they are applied in the patterns of experience.
- Understand how experiences can be conceptualized from a different angle: nominalization and grammatical metaphor.

## **7.0 Linking speech acts and grammar**

- The meaning of 'utterance' & types of speech acts
- Type of clauses dealt with before
- The declarative and interrogative clause types & types of clauses.
- The explanative and imperative clause types
- Differences between these clause types when combined with different elements.

## **8.0 Indirect Speech Acts, Clause Types and Discourse Functions, Performatives and the Declaratives**

- Indirect speech acts in relation to clause types and discourse function
- Types of 'Questions' in relation to clause types and discourse functions
- 'Directives' and how they are applied in our day to day life
- The importance of indirect speech acts
- Different roles of the stated elements of speech acts and grammar

## **9.0 Organizing the Message**

- Define Theme and Rheme with relevant examples
- Understand unmarked Theme and marked Theme in declarative and non-declarative clauses
- Understand the meaning of Topic, Theme and Subject
- Understand the main concepts of Theme in relation to other elements of language
- Understand the main components of an information unit
- Discuss the interplay of different structures of the clause.

#### **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

#### **Prescribed Textbook**

- English Grammar – A University Course, Downing, Angela & Locke, Philip, Routledge, ISBN: 0-415-28787-1

#### **Recommended Textbooks**

- English Grammar-A University Course, Downing, Angela & Locke, Phillip, Routledge, Isbn:0-415-28787-1

### **ENG102: Writing Skills**

#### **Background and Rationale**

This course seeks to guide students and improve their skills in essay writing. The course puts emphasis on how English grammar can be used effectively and linked to produce longer texts. It also helps students acquire skills in noting requirements of essay questions and types of essays. Moreover it encourages critical thinking and helps show the value of essay writing as an art.

#### **Learning Outcome**

- (a) Essay writing and topic analysis
- (b) Gathering and organize ideas
- (c) Identification of the intended audience and the purpose of the writing
- (d) Writing an introduction & Different types of essays



(e) Writing and revising essays & Acknowledging sources and references

## **Course Contents**

### **1.0 Practical Writing Skills & APA Formatting**

- Different types of study material
- Features of explanations
- Page formatting & Heading Formatting
- In-text citations
- Formatting the References List

### **2.0 Introduction to Essay Writing (An overview)**

- Define the term essay
- Explain the aims of an essay
- Explain approaches in writing academic essays
- Distinguish general approaches in essay
- Apply various techniques of general approaches

### **3.0 Introduction to Topic Analysis**

- Definition of topic analysis
- Break down questions/topics into their different components
- Identification of task words & Explanation of relevance of topic key words
- Explanation of the process of conforming to requirements and limits
- Explanation of the relevance of time and mark allocation

### **4.0 Audience and Purpose**

- Explain relevance of audience and purpose
- Identify audience and purpose
- Explain how to match writing to audience and purpose
- Identify how purpose will affect content and style
- Explain the process of matching thoughts to real sentences

### **Gathering Ideas**

- Explain how to collect ideas in preparation for writing an essay

- Consult information searches
- Retrieve information
- Explain relevance of gathering ideas
- Keep records

### **6.0 Organizing Ideas**

- The process of organizing ideas
- The process of preparing a paragraph plan for writing an essay
- Checking for relevance & Classifying and organize ideas
- Identifying links between paragraphs
- Planning the introduction and conclusion

### **7.0 Writing the Introduction**

- Planning and writing an introduction to their essay
- Developing a thesis statement & Explaining the general idea
- Identifying factors of interest
- Providing necessary background information and definitions
- Identifying common faults & Revising the introduction

### **8.0 Writing the Essay**

- Outlining the writing process & Identifying paragraph breaks
- Arranging the topic sentences in appropriate order
- Identifying paragraph types
- Maintaining cohesion within paragraph & between paragraphs
- Explaining relevance of the conclusion

### **9.0 Revising the Essay**

- The process of revising the essay
- Roles of a critical reader
- The process of revising content
- Ways of supporting main ideas
- Procedures for correction sentences & clarifying links

## **10. Types of Essays**

- Identify types of essays
- State the outline of a persuasive argument
- State the outline of an imaginative and creative essay
- Identify task words in each of the stated types of essays
- Identify common pitfalls in each of the types of essays

## **11. Acknowledging Resources and References**

- Explain importance of sources and references
- Explain the steps involved when quoting a source
- Compile bibliography
- Correct common errors

## **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

## **Prescribed Textbook**

- English Grammar – A University Course, Downing, Angela & Locke, Philip, Routledge, ISBN: 0-415-28787-1

## **Recommended Textbooks**

- A.J. Glover, English Through Adventure, London, J.M. Dent & Sons Ltd, 1956.
- Walker Jeffrey and McClish Glen, Investigating Arguments, Boston, Houghton Mifflin Company, 1991.
- Short D.B and Gray T. A., Business English and Communication: An Australian Course, New York, McGraw-Hill Book Company.
- Eschholz Paul, Rosa Alfred, et 'al., Language Awareness: Readings for

College Writers, Boston, Bedford/St. Martin's.

- Mangelsdorf Kate, Posey Evelyn, Choices: A Basic Writing Guide With Readings, 2nd ed., Boston, Bedford/St. Martin's, 2000.
- Oshima Alice and Hogue Ann, Writing Academic English: A Writing and Sentence Structure Handbook, 2nd ed., Menlo Park, California, Addison-Wesley Publishing Company.
- Comley Nancy R., Hamilton David, et 'al., Fields of Reading: Motives for Writing, 6th ed., Boston, Bedford/St. Martin's, 2001.

## **MAT101: Algebra**

### **Background and Rationale**

This course introduces advanced concepts in algebra at college level. In particular, the course includes the study of the following:

- Algebraic Expressions
- Functions and graphs of functions
- Quadratic functions
- Composite functions
- Matrix Algebra

### **Learning Outcomes**

- To help students solidify the concepts learned at high school.
- To help students apply the basic principles of Algebra in solving problems.
- To help students understand functions
- To help students understand graphing concepts and techniques

### **Course Contents**

#### **1.0 Foundations: Algebraic Expressions and a Prelude to Functions**

- Find the sums and differences of Algebraic expressions, manipulate indices (exponents), carry out expansion (multiplication) of Algebraic expressions and use the distance and midpoint formulas

- Find intercepts from an equation and test an equation for Symmetry with respect to the x-axis, the y-axis, and the origin
- Graph lines given a point and the slope and find the equation of a vertical line
- Use the point-slope form of a line; identify horizontal lines and find the equation of a line given two points
- Write the equation of a line in slope-intercept form, identify the slope and y-intercept of a line from its equation and find equations of parallel and perpendicular lines

## **2.0 Functions, Graph of a function and Properties of functions**

- Determine whether a relation represents a function, finding the value and the domain of a function
- Form the Sum, Difference, Product and Quotient of two functions
- Identify the graph of a function and obtain information from or about the graph of a function
- Determine even and odd functions from a graph, and local Maxima and local Minima
- Find the Average rate of change of a function and the equation of a Secant line

## **3.0 Library of Functions; Piecewise defined functions**

- Graph the functions listed in the library of functions:
- Graph Piecewise – defined functions
- Graph functions using vertical and horizontal shifts
- Graph functions using compressions and stretches
- Graph functions using reflections about the x-axis or y-axis

## **4.0 Composite Functions**

- Evaluate composite functions and find the Domain of a Composite Function
- Determine whether a Function is one-one
- Determine the inverse of a function defined by a map or an ordered pair
- Obtain the graph of the inverse function from the graph of a function
- Find the inverse of a function defined by an equation and the Inverse of a

## Domain-restricted Function

### **5.0 Linear functions**

- Properties of Linear Functions and graphing Linear functions
- Use average rate of change to identify linear functions
- Use a graph to determine where a function is increasing, decreasing or constant and finding the zero of a linear function
- Find the Zeroes of linear Functions

### **6.0 Quadratic functions**

- Graph a Quadratic Function Using Transformations
- Identify the vertex and axis of symmetry of a Quadratic Function and graph a Quadratic Function using its vertex, axis and intercepts
- Find the Maximum and Minimum value of a Quadratic Function
- Find the Complex Zeroes of a Quadratic Function
- Solve Absolute Value Equations and inequalities
- Find the point of intersection of two functions and solve Equations that are Quadratic in Form

### **7.0 Polynomial Functions and Models**

- Identify Polynomial Functions and their Degree
- Graph Polynomial Functions Using Transformations
- Identify the zeroes of a polynomial Function and their Multiplicity
- Analyze the Graph of a Polynomial Function

### **8.0 Simultaneous Equations and Matrix Algebra**

- Solve systems of equations by substitution and elimination
- Solve systems of three equations containing three variables and identify inconsistent systems of equations containing three variables
- Express the solution of a system of dependent equations containing three variables
- Write the Augmented matrix of the system of Linear equations
- Perform row operations on a matrix and solve a system of Linear equations using matrices

**Assessment**

- Continuous Assessments 60%
- Final Exams 40%

**Prescribed Textbook**

- Michael, S. Michael, S III. (2007). Collage Algebra: Concepts through Functions, Pearson Prentice Hall, USA

**Recommended Textbooks**

- Peterson, H. (1954). Intermediate Algebra for College Students 4th Ed. Harper & Row, London
- Kaufmann, J. (1993). Intermediate Algebra for College Students, PWS Publishers, USA
- Barnett, R. (1984). College Algebra, Trigonometry, and Analytic Geometry, McGraw-Hill Company, USA

**CIT101: Computer Literacy Basics****Background and Rationale**

In today's ever-changing technological world, it is essential for any student, whether pursuing a career in Business, Communication and Information Technology (ICT) or a non-ICT related field, to be conversant with basic computer knowledge and terminologies. Information and Communications Technology (ICT) is significantly enhancing and altering human activity and enabling us to live, work, and think in ways that most of us never thought possible. Therefore, this course seeks to help students gain introductory knowledge about computers such as the basic components of computers, how computers are used, connectivity between computers as well as connectivity to the Internet.

Students will actively explore the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. They will also learn to develop skills like collaboration, higher-order thinking, problem solving, and self-direction through effective use of technology tools and resources, thus enabling them to be lifelong learners. The chief objective is to teach the fundamentals of how to use the computer for personal or academic needs, thus providing skills in Microsoft Office Applications including Word, Excel, Access, PowerPoint

and Outlook as well as basics in Windows Operating System. This course is focused on students learning and discovery with the guidance of the instructor as opposed to passing on information to the students.

### **Learning Outcomes**

- (a) Demonstrate knowledge of computers and how to use them efficiently and effectively
- (b) Use the computer for word processing and Internet/Web browsing
- (c) Discuss the basic principles of the Microsoft Windows Operating System and Application Software
- (d) Discuss how the computer system stores data and understand the basic components of computers i.e. the system unit, memory, storage and input and output devices
- (e) Learn how to use Microsoft Office Applications: Word, Excel, Access, PowerPoint and Outlook

### **Course Contents**

#### **1.0 Introduction to the world of computers**

- Explain the importance of learning about computers and discuss ways in which computers are integrated into our business and personal lives
- Define a computer and its four primary operations
- Identify the major parts of a computer
- Discuss contemporary issues of the impact of computers
- Discuss the societal impact of computers
- Discuss security, privacy and online ethical issues
- Define technology and its role in today's society
- Identify and describe the purposes of various computer hardware components
- Explain the role of operating systems, describe the purposes of databases and how they work, describe how computer networks are organized and how they work and explain the purpose of a computer server.



## **2.0 Computers and Components**

- This chapter presents a broad survey of concepts and terminology related to computers.
- You learn about the components of a computer, the power of computers, computer software, and networks and the Internet.
- Categories of computers are identified, including personal computers, minicomputers, mainframe computers, and supercomputers.

## **3.0 Using the Internet and Email Communication**

- Researching on the Internet using different search approaches
- Search engines
  - i. Define a search engine and explain how search engines work
  - ii. Identify some of the more popular search engines
  - iii. Describe some search tips and tricks
  - iv. Copy, save, and print web page data
- Bookmark a website as a “Favorite” site
- Identify types of Internet resources
- Identify criteria for evaluating electronic information
- Cite Internet resources appropriately to avoid plagiarism

## **4.0 Files and Folders**

- Managing files and folders,
  - Opening, coping, moving, sending, creating shortcuts, changing the name, deleting, etc...of files and folders.

## **5.0 Working with Word**

- Overview of MS Office 2007 and later versions Navigate through an Office document Using Microsoft Office
  - i. Understand the information in the Application Window
  - ii. Customizing the document window

- iii. Opening, Saving, and Printing documents
- iv. Closing documents and Applications
- v. Getting help Word essentials
- vi. Creating a new document
- vii. Enter Text in a document
- viii. Select text and display nonprinting characters
  - Change document views
- i. Editing and formatting documents
- ii. Deleting and Inserting Characters
- iii. Copying and Moving text
- iv. Formatting text
- v. Checking Spelling and Grammar Formatting a Document for Printing

## **6.0 Excel Basics**

- Obtain a general understanding of Excel
- Changing Document Appearance and Using Filters
- Creating formulas to calculate values
- Creating Charts

## **7.0 Working with Access**

- Obtain a general understanding of Access
- Creating of Tables, Forms and Queries
- Creating formulas to calculate values
- Creating Charts

## **8.0 PowerPoint Essentials**

- Obtain a general understanding of PowerPoint Presentation
- Adding and moving text on slides
- Drawing and Modifying Shapes, and Inserting Information into PowerPoint
- Setting-up and Delivering a Slide Show in Microsoft PowerPoint
- Presentation Skills and Tips

## **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

### **Prescribed Textbook**

- Bergerud, M., Busche, D., & Ambrose, A., (2005). Computer Literacy Basics. (6 ed.). US: Thomson Learning

### **Recommended Textbooks**

- Bergerud, M., Busche, D., & Ambrose, A., (2005). Computer Literacy Basics. (6 ed.). US: Thomson Learning

## **HUM103: Major Religions of the World**

### **Background and Rationale**

This course offers an introductory survey of major religious traditions of the world. Through lectures, discussions, assigned readings, and class presentations, students will gain a broad, basic knowledge of three major Eastern and three major Western religions. We will consider

**Hinduism, Buddhism, Daoism, Confucianism, Judaism, Islam, and finish with Christianity.**

The six religions will be studied under the following five principal divisions: origin and development, literature, tenets, ritual and worship, ethics and institutions. The instructor assumes each student has a good understanding of Christian religion. Therefore the approach to study Christianity will be to look on how it differs from the non-Christian religions.

The course is an introduction to the beliefs, practices, and historical foundations of the major religious traditions of the world. The course readings, lectures, and class discussions will be primarily philosophical in nature, and we will be addressing some of the existential, moral, and theological questions that these religions are concerned with, comparing and contrasting them, and noting the diversity of viewpoints that often exist within a particular tradition. There is also an experiential component to this course, in that students will be asked to attend a religious service that is different from their own religious background (or family/cultural background, as the case may be), in order to experience religious diversity in their community.

The study of world religions is important for a few reasons: (1) it helps us discover our historical roots; (2) it allows us to better understand others who do not share our world-view; (3) it paves the way for greater self-reflection, helping us achieve clearer personal and cultural self-

understanding; (4) it explores the strategies for dealing with one of the most fundamental aspects of the human condition: suffering. These (four) reasons for studying the patterns emerging from world religions will act as the focus for our work this period. With this in mind, consider the following course objectives (a suggested list open for discussion and further refinement).

### **Learning Outcomes**

- (a) Intellectual inquiry: to explore the historical and philosophical foundations of the major world religions.
- (b) Reasoned self-expression: to develop skills necessary for critical analysis, and for articulate Self-expression both verbal and written.
- (c) Cross-cultural openness: to see the world through the eyes of other worldviews.
- (d) Global consciousness: to overcome any provincialism or narrow allegiance that obscures the "connectedness" of all peoples and all lands.
- (e) Cultural humility: to recognize our worldview as one way of "seeing" among others just as legitimate as our own

### **Course Contents**

#### **1.0 Religious Responses**

- Definition of the term —Religion
- Understand the concept of Unseen Reality and the idea of Sacred Reality
- Discuss the thoughts of rational and non-rational of understanding reality
- Discuss Absolutist and Liberal interpretations of religion
- The Usefulness of religion and the negative side of organized religion

#### **2.0 Hinduism**

- Discuss the History of Hinduism
- Understand philosophical and metaphysical elements in Hinduism
- Comprehend the ritual foundations in Hinduism
- Describe the Hindu Way of Life
- Understand why people are attracted to the Hindu belief system

#### **3.0 Hinduism II**

- Describe the Hindu Way of Life
- Understand why people are attracted to the Hindu belief system

#### **4.0 Buddhism**

- Discuss the histories of Buddhism
- Discuss the life and legend of the Buddha
- Comprehend devotional practices of Buddhism
- Understand the role of the Dalai Lama in Buddhism

#### **5.0 Buddhism II**

- Comprehend devotional practices of Buddhism
- Understand the role of the Dalai Lama in Buddhism

#### **6.0 Daoism**

- Describe the Chinese relationship between humans, ancestors, nature, and heaven
- Ancient Chinese tradition, Daoism the way of nature and immortality
- Teachings of Daoist sages, Organized Daoism and Modern Daoism
- The Chinese relationship between humans, ancestors, nature, and heaven

#### **7.0 Confucianism**

- Understand the main themes of historical Confucianism
- Discuss communism and the communist motives to overthrow Confucianism
- Explain lessons that can be learnt from Confucianism belief systems

#### **8.0 Judaism**

- Understand the history of the Jewish people
- Explain the meaning of the Pentateuch and covenant in the Jewish tradition
- Understand the Sacred Practices and Holidays

#### **9.0 Judaism II**

- Discuss Rabbinic Judaism
- Explain the two creation stories in the book of Genesis
- Discuss the holocaust and Zionism
- Understand Contemporary Judaism

#### **10.0 Christianity**

- Understand the history of Christianity
- Discuss the Christian Bible

- Discuss the life and teachings of Jesus Christ
- Understand Christian Theology and the early church

### **11.0 Christianity II**

- Understand an Overview of the Eastern Orthodox Church
- Understand an Overview of The Medieval Roman Catholic Church.
- Discuss the Protestant Reformation
- Explain lessons that can be learnt from the Christian belief system

### **12.0 Islam**

- Understand the ancestry of the prophet Muhammad
- Discuss the Qur'an
- Describe the central teachings of Islam
- Discuss the spread of Islam and the relationship with the West
- Explain lessons that can be learnt from the Islamic belief systems

### **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

### **Prescribed Textbook**

- Fisher, Mary Pat. Living Religions. 4th. ed. Prentice Hall Publishers

### **Recommended Textbooks**

- Anderson, Norman. The World's Religions. InterVarsity Press, 1987
- McDowell, Josh. Handbook of Today's Religions. Campus Crusade for Christ, 1982
- Neill, Stephen. Crises of Belief. Hodder and Stoughton, 1984
- Ridenour, Fritz. So what's the Difference? Regal Books, 1967

## **ACC101: Introduction to Accounting**

### **Background and Rationale**

This course provides an introduction to basic accounting. At the end of the course students will be able to provide historical perspective to the discipline of accounting, demonstrate understanding of basic concepts that underpin the accounting discipline, discuss the role and function of the major components in the accounting cycle (source documents; journals; ledger),

demonstrate understanding of how the various aspects of accounting build up to the final accounts and the ability to generate meaningful reports from source documents to aid management decision making. The students will also be able to carry out double entry bookkeeping.

### **Learning Outcomes**

At the end of this course, students will be able to articulate knowledge and skills of the following:

- (a) Discuss the role of accounting in organizations
- (b) Discuss different types of business transactions and the double entry bookkeeping
- (c) Record financial transactions in the books of prime entry, bank reconciliations, control accounts, and the trial balance
- (d) Discuss banking systems, transactions, interest system, and reconciliations
- (e) Discuss sales, purchases, credit transactions, and depreciation

### **Course Contents**

#### **1.0 Overview of Accounting**

- Discuss the history and purpose of accounting
- Discuss the main users and uses of accounting information
- Discuss the main users and uses of accounting information
- Discuss the Fundamental concepts of accounting
- Discuss the Accounting Equation

#### **2.0 Sources of Data**

- Define Assets and Liabilities
- Discuss the need for books of original entry
- Discuss source documents (Quotation, Purchases Order, Sales Order, Goods Received Note, Goods Dispatch Note, Invoice, Statement, credit Note, Debit Note, Remittance Advice, Receipt, Bank statements, wages book)

#### **3.0 Books of Original Entry**

- Identify the books of prime entry (Sales day book, Purchases day book, Sales Return Day Book, Purchase Returns Day Book, Cash Book, Petty Cash Book, payroll, and the General Journal)
- Discuss the contents and layout of the books of prime entry

#### **4.0 Ledger Accounts I**

- Discuss the imprest system – Petty cash book
- Draw up a cash book, post cash book entries,
- Discuss wages, salary and employee tax, pension records

#### **5.0 Ledger Accounts II**

- Define purchases, trade discounts, returns inwards, and returns outwards
- Make the relevant entries relating to credit purchases and trade discounts
- Make the relevant entries for returns outwards & returns inwards

#### **6.0 Double Entry Bookkeeping**

- Discuss the principles of double entry bookkeeping & the duality concept
- Discuss double entry book keeping rules and how to record transactions
- Explain the purpose and types of journal entries & Post to the journal
- Draw up & balancing the trial balance, Discuss the types of errors and correct trial balance errors

#### **7.0 Control Accounts and Reconciliation**

- Discuss the definition and purpose and forms of control (accounts payables and accounts receivables)
- Discuss the principle of control accounts & sources of information for control accounts
- Undertake control account reconciliations (purchases ledger and the sales ledger)
- Identify and control errors in the control accounts
- Contra Entries

#### **8.0 Bank Reconciliations**

- Discuss the meaning and purpose of bank reconciliations
- Distinguish between cash and bank statements
- Correct book errors and omissions
- Prepare bank reconciliation statements

#### **9.0 The Suspense Account**

- Explain why the suspense account may be used



- Create the suspense account in order to balance the trial balance
- Record entries in the suspense account while preventing possible errors
- Make journal entries to take care of the suspense account
- Correct errors using the suspense account

### **10.0 Depreciation**

- Distinguish between capital and revenue expenditure
- Define depreciation & why it is undertaken
- Discuss depreciation methods (straight line, reducing balance method)
- Record depreciation in the accounts
- Discuss the contents of the non-current assets register

### **11.0 Preparation of Financial Statements for Sole Traders**

- Preparation of Trial balance
- Prepare a statement of profit or loss for sole trader
- Prepare a statements of Financial position for sole trader

### **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

### **Prescribed Textbook**

- Wood, F., Sangster, A. (2012). Business Accounting 1. London: Prentice Hall

### **Recommended Textbooks**

## **HUM104: Zambian Studies**

### **Background and Rationale**

This course is an introduction to Zambia's political economy (i.e. the intersection or interaction of politics and economics in the nation's development process), starting from 1800s to date. We survey, in very broad strokes, the different phases Zambia has undergone in its pursuit of political and economic independence and identity. It introduces the student to pre- and post-colonial government policy choices and shows how the same have shaped the Zambia we know today. The course offers the student an opportunity to look critically at what else could have been (or should be) done to move this country to greater heights.

The course readings are primarily historical, which help in discovering and understanding the historical roots of this great nation: what was done and why, as well as the moral and ethical issues associated with those choices. This course provides an avenue for discussing the diverse strategies and other opportunities (if any) that have (or should have) been tried in the process. Furthermore, the literature provides a good foundation for exploring themes such as nationalism, political organization & emancipation, economic development, globalization, dependence and inter-dependence. As an additional resource, films on political organization and the Zambian government will be utilized to reinforce the readings.

In studying Zambia's political economy the student will gain a better understanding of national issues, vis-à-vis, the political and economic challenges of our time, shaped by yester years' choices, as well as those pertaining to the international community. Furthermore, the course looks at issues and challenges facing a mono economy and efforts to diversify. The impact of regional economic groups such as the Common Market for Eastern and Southern Africa (COMESA) Free Trade Area and the Southern African Development Community (SADC); globalization and the increasing role of China in Zambia's economic development will also feature. Overall, this course helps the student to explore and analyze issues that influence society's well-being and the state's ability to exist in harmony with its people.

### **Learning Outcomes**

- (a) To provide an overview of the history of the Zambian people: ethnic groups, languages spoken, traditions and culture;
- (b) To study Zambia's political economy, starting from 1924 when the country was taken over by the British colonial government through the British South Africa company, as a gateway to understanding the economic history of Northern Rhodesia to present day Zambia.
- (c) To analyze issues related to globalization and challenges of underdevelopment and mono economies.
- (d) To develop an understanding about population and demographic changes, and how these changes are affecting the Zambian political and economic landscape

### **Course Contents**

## **1.0 Introduction to Zambian Studies and A Historical view**

- 1. The general scope of the study
- 2. Zambia's historical background
- 3. The spread of colonialism and the key individuals involved
- 4. The spread of colonialism part 2
- 5. Zambia's road to Independence and democracy

## **2.0 Post-independence Challenges Facing the UNIP Government**

- The reasons behind the Mushala Rebellion and the Alice Lenshina Uprising
- A detailed understanding of the Barotse Agreement
- The reasons behind the Mulungushi Economic Reforms of April 1968
- The factors behind Zambia adopting a non aligned stance in global politics

## **3.0 Zambian Society**

- Zambia's tribes
- Major customs and traditions
- Major occupations
- Social structures in Zambian societies

## **4.0 Contemporary Zambian Politics**

- Understand political developments from 1991 to date in terms of elections and political party activity
- Zambia's electoral system with its merits and demerits will be examined.
- Three major political party's manifestos

## **5.0 An Economics overview**

- 1. The traditional economy before commercial mineral exploration began
- 2. To review the first decade of Zambia's Independence
- 3. The First National Development Plan

## **6.0 National development Plans, 2014 budget and Vision 2030**

- Building upon the previous sessions, students will now understand the future economic plans government has put in place to move Zambia to a middle income country by 2030.
- The long term economic policy objectives of the government
- Students will be able to track process towards the goals government set out in its National Development Plans

## **7.0 Zambian Constitution**

- Overview of the constitutional development process since independence.
- The road map of the Constitutional reforms
- Major differences between previous constitutions and the proposed draft constitution.
- Draft Constitution

## **8.0 Zambian in the Global Economy**

- Students will learn the impact of the global financial crisis on the African economy in general and Zambia in particular
- Zambian economy in relations to Africa's economy
- Zambia's share of global trade
- The COMESA Customs Union

## **9.0 Zambia and International Trade**

- Students will learn the issues surrounding international trade development
- Zambian International Trade Policy
- To review the problems associated with mixing aid and trade

### **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

### **Prescribed Textbook**

- Hall, Richard, ZAMBIA. Pall Mall Press Ltd. (1967)

- Hall, Richard, *The High Price of Principles: Kaunda and the White South*, Hodder & Stoughton Ltd. (1969)

### **Recommended Textbooks**

- Meebelo, Henry S. (1987), *Zambian Humanism and Scientific Socialism: A Comparative Study*. Government Printers, Lusaka, (1987).
- Mulford, David C., *The Northern Rhodesia General Election 1962*. Oxford University Press, (1964).
- Ndulo, Muna (ed.), *Security, Reconstruction and Reconciliation When the Wars End*. University College London Press, (2007).
- Additional Materials:
- Richard Hall, *ZAMBIA 1890-1964: The Colonia Period*. Longman Group Ltd., London, (1965).
- Bastiaan de Gaay Fortman, *The Economics of Zambian Humanism – After Mulungushi*, East African Publishing House, Nairobi (1969)
- W. Arthur Lewis, *Some Aspects of Economic Development*, Ghana Publishing Corporation (1969). Chapter 4 (Socialism in Africa) & Chapter 5 (The Process of Transformation).
- Patrick E. Ollawa, *Participatory Democracy in Zambia: The Political Economy of National Development*, (1979).

### **SOC103 Social Issues**

#### **Background and Rationale**

This course is aimed at helping students grasp a synopsis of the social problems that exist in society. It provides an introductory view of the various social components of society ranging from individual behaviors to social institutions. As well as viewing the various social issues from a global perspective, the course will provide an in-depth look at those issues in the Zambian context. The module also sets out to sensitize learners (students) in respect of the latest strategies and policies that have been formulated and implemented to accommodate and direct the interaction between social issues and economic development.

Population growth rate in the world is staggering with significant increases projected for the

1990s and beyond. According to the World Bank Studies (1995:1) indicate that the mid-1996 population of 599 million is projected (not predicted, still less forecast) to grow to 1.3 thousand millions by 2025 and to quadruple or even quintuple by the time it attain.

From a sociologist and social perspective, however, the current population growth all too often results not only in slight improvement in economic, social and environmental conditions, political stability, but also increased social problems. At present social problems pose a serious challenge to the capacities of developing countries to overcome current problems and ensure future progress regarding the improvement of economic, social, political and environmental conditions in their respective countries, without even mentioning future demands due to increasing urban population growth.

There is, in fact, wide consensus that the social problems we are facing today are not restricted to the natural world, but stem from economic practices, political choices, social inequalities and social value system. As Kornblum and Julian (2004:xv) observe, ‘on the world stage, the growing problems of disease, poverty and political instability are further indications that the next few years are likely to witness reverses in progress on major social problems’.

It is now globally recognized that the changing circumstances in today’s world and growing of social problems, improved capacities are required, not only to cope with localized problems, but also to deal with external forces which local actors have little control.

Kornblum and Julian (2004:xv) summaries the situation as follows: “For every major social problem confronting Americans and other citizens of nations, there are groups of people dedicated to seeking a solution. Some of them are experts on particular social problems, like the members of the medical professionals who each day confronts the tragedy of AIDS, or the law enforcement professionals, often citizens who have to cope with crime and violence. Others are non-professionals, often citizens who have devoted themselves to doing something about a particular situation or problem.

Unfortunately, it is not always that local actors other than development and social practitioners have the knowledge and abilities to require contributing positively towards addressing social problems. Thus there is a global awareness of the need to build the capacity of current and future

professionals and practitioners with knowledge, skills and attitudes required to address the current social issues in developing countries in an effective, efficient and sustainable manner.

It is therefore, clear that at present, universities and colleges worldwide should be playing a much more prominent and dynamic role in equipping professionals and practitioners in a more efficient and effective manner.

It is within this context that the Northrise University has incorporated a module of social issues. Therefore, the themes and topics that have been selected and compiled for this module will, to a large extent, explore the aforementioned concerns.

### **Learning Outcomes**

- (a) Demonstrate knowledge of various social problems that affect individuals and institutions in society
- (b) Understand different Sociological perspectives that help define the social problems and determine possible solutions
- (c) Discuss causes of given social problems in society from a scientific perspective
- (d) Identify solutions that can be implemented in order to alleviate social problems that plague society
- (e) Be motivated to participate in dealing with a particular social issue in their community at some level

### **Course Contents**

#### **1.0 Sociological Perspective on Social Issues**

- Define a social problem and be able to illustrate the key components of the definition with examples
- Be familiar with the three major theoretical perspectives on social problems
- Understand the “natural history” approach to social problems and know the stages that most social problems go through
- Understand the major research methods used to study and analyze social problems including demographic studies, surveys, field work and social experiments.
- Understand the concept of social policy and how policy issues can be viewed from a liberal or conservative point of view.

## **2.0 Poverty and Affluence I**

- To be familiar with the economic differences between the very rich and the very poor
- Understand what is meant by social stratification
- Understand the meaning of social classes
- Know what the poverty line is
- Appreciate how the poverty line is used to determine who is poor

## **3.0 Poverty and Affluence II**

- Understand structural explanations of the persistency of poverty
- Learn the “culture of poverty” and criticisms of the concept
- Define key terms associated with prejudice and discrimination
- Discuss reactions to affirmative action and potential alternatives

## **4.0 The Problem of Work and Economy**

- Know the elements of American free enterprise system including the definitions for capitalism, markets, capital, entrepreneur, corporation, and limited liability
- Know the relationship between global markets and corporate power, and be familiar with the concept of multinational corporations
- Be familiar with the process of shifting from a manufacturing to a service economy
- Know the role of women in the global labor market
- Know the link between technology and specialization and be familiar with the problem aspects of work, including computers in the workplace, job insecurity and unemployment, job stress, and alienation
- Be able to describe and discuss frictional unemployment, permanent displacement, and the invisible unemployed and discouraged workers.

## **5.0 Problems of Health and Health Care**

- Discuss health care as a global social problem for both developed and developing nations
- Define medical sociology



- Explain how medical sociologists analyze health-care issues.
- Understand factors that affect health care in Zambia and identify health care insurance that is available.
- Be able to discuss research on AIDS, and be familiar with AIDS as a global health problem.

#### **6.0 Problem Mental Illness I**

- Distinguish mental illness from mental disorder
- Be familiar with the extent of mental illness in Zambia
- Identify the problems related to mental Health that are most common in Zambia
- Discuss suicide as a social problem
- Know about the incidence of this problem

#### **7.0 Problem Mental Illness II**

- Explain the difference between a command-line user interface and a graphical user interface
- Understand the impact of inequality on the incidence and treatment of mental illness
- Understand the relationship between social class and mental disorder
- Know about methods of treatment of mental illness, including medical and non-medical approaches

#### **8.0 Alcohol and Drugs I**

- Differentiate a pharmacological and a sociological definition of the term “drug”
- Define drug abuse, addiction, dependence and prevalence
- Know the facts about alcohol abuse in Zambia
- Understand the use of drugs in Zambia and commonly abused drugs
- Know the facts about drinking as a social problem in Zambia

#### **9.0 Alcohol and Drugs II**

- Understand how alcoholism amongst young people is a social problem
- Identify other alcohol related issues in Zambia

- Be familiar with treatment options for alcoholism
- Learn and understand the three major techniques for treating drug abuse
- Know how drug use is linked to crime and violence and AIDS
- Be familiar with the social policy issues regarding drug and alcohol use and abuse in Zambia

### **10.0 Crime and Violence**

- Understand the difficulty of defining crime, but be familiar with crime as defined in the text
- Understand the distinction between criminal and civil law
- Be aware of the importance of police discretion and the impact it has on who is arrested
- Be aware of problems of accuracy in crime statistics; know why statistics may not be accurate
- Know how crime is categorized as in violent personal, occasional property, occupational, corporate, public order, conventional, organized, profession, juvenile delinquency and hate.
- Be familiar with the biological approach to explaining crime and its shortcomings
- Be able to identify and describe the four strategies for controlling crime: retribution, deterrence, rehabilitation, and prevention

### **11.0 Gender and Sexuality**

- Understand the traditional sex role and the double standard
- Distinguish gender roles from sex roles and explain the difference
- Know the impact of sexism on career choices and wage differences that men and women experience
- Be familiar with sources of sexism including socialization, education, language, family, organized religion, government and the legal system
- Be familiar with explanations for the sources of homosexuality and why homosexuality is difficult to study
- Know the important issues that are being confronted by the women's

movement and the gay rights movement

## **12.0 Changing Family**

- Be familiar with definitions of family
- Understand the different developmental stages of a family
- To be made aware of different family structures and their determining factors
- Understand the role family plays in society
- Get familiar with strategies to strength families

### **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

### **Prescribed Textbook**

- Social Problems (SP), ISBN: 0-13-111562-6, Kornblum, William; Julian Joseph (2004) (1998), Upper Saddle River, New Jersey: Prentice Hall.

### **Recommended Textbooks**

## **CIT209 Introduction to Networking**

### **Background and Rationale**

Introduction to Networking is a foundation course that introduces learners to computer networking and the communication systems that have revolutionized global communication. Computer Networking brought forth the Internet initially as a research project with few networked machines but now continues to grow at a thrilling rate with new technological advancements that link millions of organizations and people together in terms of resource sharing and professional and social networking.

This course will introduce students to many facets of local and wide area networking such as data transmission using the Open System Interconnect (OSI) Model as a reference, TCP/IP protocol suite, IP Addressing, Routing in both local and wide area networks and network applications. At the end of the course, the learner will be confident to perform basic networking tasks such as IP Addressing, IP Sub-netting, networking a small LAN, basic routing and will also understand the concepts behind most of the network access technologies and applications.

## **Learning outcomes**

- (a) Introduce computer networking, what is it all about?
- (b) Practical knowledge of wiring and configuring LAN's and WAN's.
- (c) Understand the OSI Reference Model and some communication protocols.
- (d) Understand basics of IP addressing and routing and major devices used on networks.
- (e) Learn network applications.

## **Course content**

### **1.0 Introduction to Computer Networking**

- Understand what the internet is.
- Understand the usage of protocols in networking.
- Understand the networking and its importance.
- Understand connectionless and connection oriented services.

### **2.0 Data Formats**

- Understand data on computer networks.
- Understand how computers transmit data on networks.
- Understand the different data formats on computer networks.
- Understand data degradation and its effects

### **3.0 Networking**

- The essence of the OSI Model.
- Brief understanding of each of the seven layers of the OSI Model.
- Usage of different protocols at each layer of the OSI Model.
- Understand the usage of the Internet Protocol Stack.
- Understand the general operations that take place at layers 1, 2 and 3 of the OSI Model.

### **4.0 Network Types and Topologies**

- Describe the three major types of physical media used in networking
- Describe the major attributes of physical media and their real world deployment.

- Describe some of the specifications and standards for physical media and the reasons for differing usages.
- Types of Networks.
- Types of topologies and their advantages and disadvantages.

### **5.0 The Data Link Layer**

- Understand the Services Provided by the Link Layer.
- Learn about Adapters (interfaces) used at the data link layer
- Error Detection and Correction Techniques
- Multiple Access Protocols and LANs
- Channel Partitioning of Protocols

### **6.0 The Network Layer**

- The network layer major functions
- Datagram and Virtual Circuits
- Routing Principles
- Classification of routing algorithms

### **7.0 Internet Protocol and Routing**

- Internet Protocol
- IP Addressing
- Assigning addresses
- Transporting a Datagram from Source to Destination
- IP Fragmentation and Reassembly

### **8.0 Configuration of Routers & Switches**

- Describe some of the Cisco family routers and Switches.
- Describe internal design components of routers and switches.
- Knowledge of Cisco commands.
- Appreciate hands on experience of router configuration using free router simulation software.

### **9.0 Internet applications and Network programming**

- Two Basic Internet Communication Paradigms
- The Client-Server Model of Interaction

- Characteristics of Clients and Servers
- Network Programming And The Socket API
- Concurrent Servers and the Peer to Peer Architecture

### **10.0 World Wide Web Pages and Browsing**

- Application-Layer Protocols
- Document Representation with HTML
- Web Document Transfer with HTTP
- Caching In Browsers
- File Transfer Protocol

### **11.0 Network Security**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Network Threats
- Criminal Exploits And Attacks
- Denial of service attacks.
- Security policy
- Security Technologies.

### **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

### **Prescribed Textbooks**

- Comer, E. D. (2001). Computer Networks and Internets: with Internet Application. New Jersey, USA: Prentice Hall.
- Kurose, J.F., Ross, W.K. (2005). Computer Networking: A top-down approach featuring the internet. USA: Addison Wesley.

## **CIT102 Introduction to Programming**

### **Background and Rationale**

This course provides the beginning programmer with a guide to developing structured program logic. It starts with the purpose and function of software programs and survey of the program design and development process. Students will be introduced to the theory of programming

which can be utilized independent of any programming language. However, to illustrate theoretical concepts, Python will be used in practical exercises. It is anticipated that the course will provide students with a background in a wide variety of programming techniques.

### **Learning outcomes**

- (a) Students will understand the process by which problems are solved
- (b) Students will understand the basic structures they need to create computer programs
- (c) Students will understand the various kinds of structures they can use to store data
- (d) Students will understand the way to use modules as they develop their applications

### **Course content**

#### **1.0 Introduction to programming**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- An understanding of what programming is
- An understanding of where programming falls in the cycles of software solutions
- Understanding of the different approaches and evolution of programming languages
- Understanding of the various programming languages and programming technologies (web-programming, mobile applications programming, embedded systems programming, business programming)

#### **2.0 Flowchart, algorithms and Pseudo Code**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of what a flow chart, an algorithm and Pseudo-code are
- Understanding of the various flow chart symbols
- Understanding of what variables and constants are and the convention when coming up with identifiers
- Understanding of what data types are and the types of data types

### **3.0 Decision/selection structures and operators**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of arithmetic operators and their precedence
- Understanding of logical operators (AND, OR, XOR, NOT)
- Understanding of relational operators
- Understanding of the selection structures *if...then, if...else, Case/Switch...case*

### **4.0 Looping structures**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of what looping is and why it is necessary
- Understanding of the for loop, the while...do loop and the do...until loop
- Understanding of the of *goto, continue* and *break* statements
- Understanding of nested loops

### **5.0 Arrays and Array Manipulation**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of what arrays are
- Understanding of how to manipulate single dimension arrays
- Understanding of parallel arrays
- Understanding of how to manipulate multi-dimensional arrays

### **6.0 Modular Programming - Functions and Procedures**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of what functions and procedures are
- Understanding of the different terminologies associated with functions and procedures
- Understanding of how and when to create and use functions and procedures

### **7.0 Characters and string**



After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of how to manipulate string data

## **8.0 Recursion**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of the concept the concept of recursion
- use of recursion in programming
- applying recursion to solve computing problems

## **9.0 Sorting**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of sorting and why it is important
- Understanding of the Bubble sort algorithm
- Understanding of the Selection sort algorithm
- Understanding of the Insertion sort algorithm

## **10.0 Searching**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understanding of the Linear Search algorithm
- Understanding of the Binary Search algorithm

## **11.0 Programming avenues – talk about various programming avenues and concepts**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Overview understanding of what objects and classes are
- Overview understanding of how to work with text files or sequential files

## **12.0 Course Review**

### **Assessment**

- Continuous Assessments 60%
- Final Exams 40%

### **Prescribed Textbooks**

- Daniel Liang Y. (2013). Introduction to programming Using Python. Pearson Education Inc.
- Mark Luiz. (2013). Learning Python. O'Reilly media Inc.
- Joyce Farrell (2002). Programming Logic and Design. Course Technology, Thomson Learning.

## **22.0. Description of second year courses CICT**

### **SEM201: HIV-AIDS Seminar**

#### **Background and Rationale**

This course presents an overview of:

- The basic physiological make-up of males and females
- How to handle sexual issues to reduce the spread of HIV
- HIV/AIDS: it's biological profile and how it's contracted
- HIV/AIDS: how to cope with a positive result
- HIV/AIDS: it's effect on Zambian society
- HIV/AIDS: important aspects of culture as it relates to AIDS
- HIV/AIDS: how to care for those infected
- HIV/AIDS: how to share the information with others from a Christian Perspective

#### **Learning Outcomes**

- (a) Impart complete understanding of what the HIV virus is, how it functions and replicates, and how it is contracted
- (b) Encourage the students to consider the impact this virus is having on their own behaviors, lives, culture, community, and nation
- (c) Share ways to cope with a positive HIV test result and how to live positively
- (d) Introduce the idea of caring for those who are already infected with HIV and how to

go about it properly

- (e) Introduce the student to a Christian way of thinking about HIV/AIDS and behavior choices

## **Course content**

### **1.0 Sexual Maturity and Everything You Need to Know About HIV**

- Basic physiology of male and female reproductive systems and importance of managing our sexuality
- Understand the power of boundaries and how sex is handled in Zambian culture
- Know the definitions of HIV and AIDS and how the virus replicates
- Define HIV/AIDS, Describe how the virus replicates and viral load factors into transmission considering four common ways of transmission and non-transmissible ways
- Understand how the virus is transmitted during pregnancy/childbirth and the risks of breastfeeding as it relates to HIV
- Understand how circumcision and condom use relates to HIV/AIDS

### **2.0 Sexually Transmitted Diseases and Behaviour Choices**

- Understand when HIV becomes AIDS and opportunistic infections
- Understand what antibodies are and how they work
- List the ways to test for HIV and the timing of doing so
- Discuss Anti-Retroviral Drugs, PEP and PrEP medications and their intended purposes
- Understand how to cope with a positive HIV test result and how sero-discordant/ “magnetic” couples can cope
- Understand how to avoid temptations and societal concerns about masturbation as a solution

### **3.0 The Effects of AIDS on our Society**

- Understand the history of HIV and factors affecting its spread among men and women within Zambia
- Understand the stages of HIV infection considering the window period and the silent period

- Discuss the Five most common STD's and how they are linked to HIV/AIDS
- Understand the link between Social Problems and the spread of HIV
- Describe different communication styles and understand how assertiveness has a role in reducing the spread of HIV/AIDS and how it can be utilized
- Understand the UN's plan to "Get To Zero" by 2015

#### **4.0 Effects of mortality on Zambia; How to care for those infected with HIV/AIDS; Stigma; Our response to HIV/AIDS**

- Describe current and possible effects the disease may have on the future of Zambia and mortality effects on the family unit
- State the nutritional needs of those with AIDS
- Name three ways to properly handle contaminated articles
- Know what role physical touch plays in caring for the infected
- Understand the ramifications of a society having a stigma against HIV/AIDS
- Know what Jesus' response was to suffering in the Bible and the response of God's people

#### **5.0 Review of material and final questions answered.**

##### **Assessment**

- Continuous Assessment 10%
- Final Exams 90%

##### **Prescribed Textbook**

AIDS: The Biological Basis, (reference only), Third Edition, I Edward Alcamo

Global AIDS: Myths and Facts (reference only)      Tools for Fighting the AIDS

Pandemic, Alexander Irwin, Joyce Millen and Dorothy Fallows

## **CIT201: Information Systems Concepts**

### **Background and Rationale**

The aims of the course are to give the student an understanding of the information systems and appreciate how they function and the benefits they provide.

### **Learning outcomes**

At the end of the course students will be expected to:

- (a) Demonstrate understanding of basic computing terminology
- (b) Demonstrate understanding the different type of hardware devices
- (c) Demonstrate understanding the basic concepts surrounding databases, database management systems, and the need for information management
- (d) Demonstrate understanding the processes involved in information system and program development. Internet, E-commerce or E-business activities.
- (e) Demonstrate understanding the social impact of information technology and the need for security, privacy and ethical implications in information systems usage.

### **Course content**

#### **Introduction to Information Systems**

- Discuss why it is important to study and understand information systems.
- Distinguish data from information and describe the characteristics used to evaluate the quality of data.
- Name the components of an information system and describe several system characteristics.
- List the components of a computer-based information system.
- Identify the basic types of business information systems and discuss who uses them, how they are used, and what kinds of benefits they deliver.

#### **Hardware and Software**

- Describe how to select and organize computer hardware components to support information system (IS) objectives and business needs.
- Describe the power, speed, and capacity of central processing and memory devices.

- Describe the access methods, capacity, and portability of secondary storage devices.
- Discuss the speed, functionality, and importance of input and output devices.
- Identify popular classes of computer systems and discuss the role of each

### **Organizing data and information**

- Define general data management concepts and terms, highlighting the advantages of the database approach to data management.
- Describe the relational database model and outline its basic features.
- Identify the common functions performed by all database management systems and identify popular user database management systems.
- Identify and briefly discuss current database applications

### **Organizing data and information (cont.)**

- Define general data management concepts and terms, highlighting the advantages of the database approach to data management.
- Describe the relational database model and outline its basic features.
- Identify the common functions performed by all database management systems and identify popular user database management systems.
- Identify and briefly discuss current database applications

### **Telecommunications, Networks, the Internet, Intranets and Extranets**

- Define the terms communications and telecommunications and describe the components of a telecommunications system.
- Identify two broad categories of communications media and their associated characteristics.
- Identify several communications hardware devices and discuss their function.
- Name three types of telecommunications carriers and discuss the services they provide.
- Describe many of the benefits associated with a telecommunications network.

### **Telecommunications, Networks, the Internet, Intranets and Extranets (cont.)**

- Define the terms communications and telecommunications and describe the components of a telecommunications system.

- Identify two broad categories of communications media and their associated characteristics.
- Identify several communications hardware devices and discuss their function.
- Name three types of telecommunications carriers and discuss the services they provide.
- Describe many of the benefits associated with a telecommunications network.

### **Business Information Systems**

- Describe the current status of various forms of e-commerce, including B2B, B2C, and C2C.
- Outline a multistage purchasing model that describes how e-commerce works.
- Define m-commerce and identify some of its unique challenges.
- Identify several e-commerce and m-commerce applications.
- Identify several advantages associated with the use of e-commerce and m-commerce.

### **Specialized Information Systems**

- Define the term artificial intelligence and state the objective of developing artificial intelligence systems.
- List the characteristics of intelligent behavior and compare the performance of natural and artificial intelligence systems for each of these characteristics.
- Identify the major components of the artificial intelligence field and provide one example of each type of system.

### **Information and Decision Information Systems**

- Define the stages of decision making.
- Discuss the importance of implementation and monitoring in problem solving.
- Explain the uses of MISs and describe their inputs and outputs.
- Discuss information systems in the functional areas of business organizations.
- List and discuss important characteristics of DSSs that give them the potential to be effective management support tools.

### **Security, Privacy and Ethical Issues in Information Systems and the Internet**

- Describe some examples of waste and mistakes in an IS environment, their

causes, and possible solutions.

- Identify policies and procedures useful in eliminating waste and mistakes.
- Explain the types and effects of computer crime.
- Identify specific measures to prevent computer crime.
- Discuss the principles and limits of an individual's right to privacy.

### **Systems development**

- Identify the key participants in the systems development process and discuss their roles.
- Discuss the key features, advantages, and disadvantages of the traditional, prototyping, rapid application development, and end-user systems development life cycles.
- Identify several factors that influence the success or failure of a systems development project.
- State the purpose of systems design and discuss the differences between logical and physical systems design.
- Describe some considerations in design modeling and the diagrams used during object-oriented design.

### **Course Review and Revision**

#### **Assessment**

- Continuous Assessment 60%
- Final Exams 40%

#### **Prescribed Textbook**

Stair, R. (2006). Fundamentals of Information Systems. Boston, MA: Thompson Learning

R. Kelly Rainer jr. , Cesey G. Cegielski (2011). Introduction to Information Systems- Supporting and transforming Businesses 4th Edition. Wiley



## **DBT202: Database Design**

### **Background and Rationale**

This course covers the fundamental concepts of data management, database systems, and database applications in business. The goal of this course is to provide adequate technical detail while emphasizing the organizational and implementation issues relevant to the management of data in an organizational environment. Topics include conceptual data modeling (with an emphasis on Entity-Relationship Model), relational model and normalization theory, logical database design (relational), physical database design issues, and creating and querying a relational database using some industry standard Structured Query Language (SQL).

### **Learning outcomes**

At the end of the course students will be expected to:

- (f) Define databases and database systems.
- (g) Design a database that is stable and understand why your design is stable. You will use the normalization process to facilitate database design.
- (h) Use entity-relationship diagrams (ERD's) to depict the design of a database. You should understand how data models such as ERD's are used to communicate design concepts with both technical and non-technical personnel.
- (i) Use structured query language (SQL) to create, update, and access data in a database.
- (j) Implement a database via SQL using MySQL server DBMS.

### **Course content**

#### **Database Systems and Data Systems**

- difference between data and information
- databases, the different types of databases
- the importance of databases and database design
- file system data management
- data modelling and its importance

#### **The Relational Database Model and Entity Relationship (ER) Modeling**

- How data redundancy is handled in the relational database model

- Why indexing is important
- relational database model and the logical view of data
- relational model's basic components
- Relational database operators, the data dictionary, and the system catalog
- How relationships between entities are defined and refined

### **Normalization of Database Tables and Advanced Data Modeling**

- What normalization is and what role it plays in the database design process
- About the normal forms 1NF, 2NF, 3NF, BCNF, and 4NF
- How normal forms can be transformed from lower normal forms to higher normal forms
- How normalization and ER modeling are used concurrently to produce a good database design
- situations require denormalization to generate information efficiently
- extended entity relationship (EER) model's main constructs and entity clusters

### **Normalization of Database Tables and Advanced Data Modeling (Cont.)**

- What normalization is and what role it plays in the database design process
- About the normal forms 1NF, 2NF, 3NF, BCNF, and 4NF
- How normal forms can be transformed from lower normal forms to higher normal forms
- How normalization and ER modeling are used concurrently to produce a good database design
- situations require denormalization to generate information efficiently
- extended entity relationship (EER) model's main constructs and entity clusters
- 

### **Introduction to Structured Query Language (SQL)**

- The basic commands and functions of SQL
- How to use SQL for data administration (to create tables, indexes, and views)
- How to use SQL for data manipulation (to add, modify, delete, and retrieve data)
- How to use SQL to query a database to extract useful information

- About the relational set operators UNION, UNION ALL, INTERSECT, and MINUS
- How to use the advanced SQL JOIN operator syntax
- The different types of subqueries and correlated queries
- How to use SQL functions to manipulate dates, strings, and other data.

### **Introduction to Structured Query Language (SQL) (cont.)**

- The basic commands and functions of SQL
- How to use SQL for data administration (to create tables, indexes, and views)
- How to use SQL for data manipulation (to add, modify, delete, and retrieve data)
- How to use SQL to query a database to extract useful information
- About the relational set operators UNION, UNION ALL, INTERSECT, and MINUS
- How to use the advanced SQL JOIN operator syntax
- The different types of subqueries and correlated queries
- How to use SQL functions to manipulate dates, strings, and other data.

### **Advanced SQL**

- relational set operators UNION, UNION ALL, INTERSECT, and MINUS
- How to use the advanced SQL JOIN operator syntax
- different types of subqueries and correlated queries
- How to use SQL functions to manipulate dates, strings, and other data.

### **Database Design**

- How to design successful databases that reflect the information system of which the database is a part
- The Systems Development Life Cycle (SDLC)
- How databases are subject to frequent evaluation and revision within a framework known as the Database Life Cycle (DBLC)
- How to conduct evaluation and revision within the SDLC and DBLC frameworks

- Database design strategies: top-down vs. bottom-up design and centralized vs. decentralized design

### **Transaction Management and Concurrency Control**

- What a database transaction is and what its properties are
- What concurrency control is and what role it plays in maintaining the database's integrity
- What locking methods are and how they work
- How stamping methods are used for concurrency control
- How optimistic methods are used for concurrency control
- How database recovery management is used to maintain database integrity

### **Database Connectivity and Web Development**

- The different database connectivity technologies
- How Web-to-database middleware is used to integrate databases with the Internet
- Building a Web-based database front end
- Extensible Markup Language (XML) and why it is important for Web database development

### **Database Administration**

- Database Management
- Technological, managerial, and cultural organizational consequences on databases
- What the database administrator's managerial and technical roles are
- Database administration tools and strategies
- Database administration technical tasks performed with Oracle

### **Course Review and Revision**

### **Assessment**

- Continuous Assessment 60%
- Final Exams 40%

### **Prescribed Textbook**

- Database Systems, Peter Rob, Carlos Coronel, 7th Ed. ISBN: 978-1-4188-3650-4
- Database Administration, Craig S. Mullins, 1st Ed. ISBN: 0-201-74129-6
- Concepts of Database Management, Philip J. Pratt, Joseph J. Adamski, 5th Ed. ISBN: 0-619-21529-1

## **CIT209: Introduction to SQL**

### **Background and Rationale**

The term website, is a term that has become known to almost everyone due to the fact that in recent years there has been an increase in the usage of Information technologies in our day to day lives.

The introduction and advancements of Internet Technologies has opened new doors regarding how people, companies and Institutions communicate. In this course the student is going to be exposed to Web Technologies in the Form of HTML 5 and CSS3 that will enable them to develop certain kind of websites. The concepts will range from structuring the web pages, styling them and a bit of interactivity from the users point of view.

### **Learning outcomes**

At the end of the course students will be expected to:

- (a) Create complex queries that retrieve information from a single table
- (b) Creating tables and views to divide a complex process into a series of single steps
- (c) Summarizing database data
- (d) Properly and efficiently use Inner joins, outer joins, unions, self joins, cross joins, and sub queries
- (e) Write SQL queries that are easily understood, verified, modified, and extended

## **Course content**

### **Storing Information in Tables**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- SQL Basics
- The Parts of a Table
- Examples of Tables

### **Getting Information from a Table**

The student will be able to demonstrate knowledge of the following:

- The Select Statement
- The Select Clause
- The Where Clause
- The Order By Clause

### **Compound Conditions in the Where Clause**

The student will be able to demonstrate knowledge of the following:

- Compound Conditions in the Where Clause
- Constant Values
- Punctuation Matters
- Case Sensitivity
- Three-Valued Logic

### **Saving Your Results and Creating Your Own Tables**

The student will be able to demonstrate knowledge of the following:

- Saving Your Results in a New Table or View
- Modifying the Data in a Table with SQL
- Restrictions on Modifying the Data in a Table
- Creating Tables
- Changing Tables

### **Data Integrity and Controlling the Level of Summarization**

The student will be able to demonstrate knowledge of the following:

- Referential Integrity
- The Delete Options and Update Options of RI
- Variations of Referential Integrity
- How to Code Constraints in a Create Table Statement
- Dividing a Table into Groups of Rows
- Eliminating Some of the Summarized Data

### **Summarizing Data**

The student will be able to demonstrate knowledge of the following:

- Column Functions
- Maximum and Minimum
- Count
- Sum and Average

### **Inner Joins and Outer Joins**

The student will be able to demonstrate knowledge of the following:

- Inner Joins of Two Tables
- Variations of the Join Condition
- Applications of Joins
- Outer Joins
- Applications of Outer Joins

### **Row Functions**

The student will be able to demonstrate knowledge of the following:

- Row Functions
- Numeric Functions
- Text Functions
- Date Functions

### **Combining Tables in a Production Database**

The student will be able to demonstrate knowledge of the following:

- Methods of Joining Three or More Tables
- Losing Information
- Caring about the Efficiency of Your Computer

- Standardizing the Way That Tables Are Joined

### **Subqueries**

The student will be able to demonstrate knowledge of the following:

- Subqueries
- Types of Subquery results
- Application of Subqueries
- Older features of subqueries

### **Course Review**

### **Assessment**

Continuous Assessment 60%

Final Exam 40%

### **Prescribed textbooks**

Patrick, J. J. (2009). SQL Fundamentals (3rd ed.). Prentice Hall, ISBN0137126026, 9780137126026

Pratt, J. P. A Guide to SQL (6th Ed). Course Technology, ISBN 0-619-15957-X.

## **MGT202: Organizational Behavior**

### **Background and Rationale**

This course aims to provide students with a scholarly understanding of human behavior within organizations. There are three areas of human behavior that are studied. First, at individual level, attributes and processes such as personality and motivation are considered, as well as the managerial implications for enhancing individuals' performance. Second, at the group level, the important attributes of group dynamics and conflict resolution are identified and the managerial implications for developing high performing teams are examined. Third, at the organization-wide level, structure and culture are considered as key factors which carry important implications for ensuring quality outcomes by managers.



## **Learning outcomes**

At the end of the course students will be expected to:

- (a) Describe specific theories related to perception, motivation, leadership, job design, and organizational change
- (b) Demonstrate effective teamwork behaviors (i.e. participating in activities, attending meetings, resolving conflict, completing subtasks in a timely manner)
- (c) Describe and evaluate methods of motivating and rewarding individuals and groups
- (d) Identify appropriate decision-making tools and models for various circumstances
- (e) Identify, find, and evaluate articles on topics related to organizational behavior

## **Course content**

### **1.0 Introduction to Organizational Behaviour**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Define the term ‘Organizational behavior’
- Identify the fundamental characteristics of the field of organizational behavior
- State the three levels of analysis in the field of organizational Behavior
- Explain the evolution of the field of organizational behavior
- Discuss the contingency approach to organizational behavior

### **2.0 Perception and Learning**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Define the term ‘perception’.
- Explain the concept of social perception, and the social perceptual bias.
- Explain how the social perception process operates in performance appraisals, employment interviews, and corporate image cultivation contexts
- Define learning and describe the two types most applicable to OB: operant conditioning and observational learning.
- Describe how learning principles are involved in organizational training and innovative reward systems and how knowledge can be effectively managed

### **3.0 Personality**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Define the personality, and describe its role in the study of organizational behavior
- Identify the big the 'Big Five' dimensions of personality, and explain how they relate to several aspects of OB.
- Explain positive and negative affectivity and how it affects behavior in organizations.
- Describe achievement motivation and distinguish between learning, performance, and avoidance goal orientations.
- Describe Machiavellianism and the differences between morning and evening persons and their role in work-related behavior.

### **4.0 Motivation in Organizations**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Define motivation and explain its importance in the field of organizational behavior.
- Describe need hierarchy theory and the motivational-fit approach, noting what each suggests about how to improve motivation in organizations.
- Identify and explain the conditions through which goal setting can be used to improve job performance.
- Describe the equity and expectancy theory and how it may be applied to motivating people in organizations,
- Distinguish between job enlargement, job enrichment, and the job characteristics model as techniques for motivating employees.

### **5.0 Work- Related Attitudes**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Define the term 'attitude'.
- Describe the basic components of attitudes.

- Describe the concept of job satisfaction and summarize four major theories of job satisfaction
- Distinguish between prejudice and discrimination, and identify various victims of prejudice in organizations.
- Describe the concept of organizational commitment, its major forms, the consequences of low levels of organizational commitment, and how to overcome them.

## **6.0 Careers and Stress**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Define the term ‘Career’.
- Describe how people choose their careers and explain how careers have evolved with time.
- Explain how the careers of men and women differ and the concept of glass ceiling.
- Explain the meaning of ‘Stress’.
- Describe the major organizational as well as personal causes of stress and how to manage it.

## **7.0 Effective Teamwork Behaviours**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Define the terms ‘group’ and ‘team’
- Identify different types of groups operating within organizations as well as how they develop
- Explain the meaning of the term ‘Team’
- Explain factors responsible for the failure of teams

## **8.0 Communication in Organizations**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Describe the process of communication and its role in organizations.
- Distinguish between formal and informal communications in organizations.

- Identify different forms of communications media in organizations.
- Explain how people can improve the effectiveness of their communication in organizations.
- Describe how technology can be employed to enhance communication effectiveness

## **9.0 Organizational Culture**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Define the term ‘Organizational culture’
- Describe the role of culture in an organization
- Effectively analyze the influence that external factors have on the internal organizational culture

## **10.0 Tools and Dynamics of Organizational Culture**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Identify the tools through which organizational culture is transmitted.
- Identify the factors responsible for changing organizational culture.
- Identify the influence of internal and personal employee characteristics on organizational culture

## **11.0 Decision Making In Organizations & Working with and Against Others**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Identify the steps of analytical decision making
- Distinguish the various individual decision styles
- Distinguish programmed from non programmed decisions, certain from uncertain decisions and top-down from empowered decisions.
- Define pro-social behavior and distinguish it from altruism & Describe organizational citizenship and the major forms it takes
- Identify several organizational and personal causes of conflict and identify ways to manage conflict.

## **12.0 Course Review and Revision**

### **Assessment**

- Continuous Assessment 60%
- Final Exams 40%

### **Prescribed Textbook**

Greenberg, J. & Baron, R. A. (2000), *Behavior in Organizations*, (7<sup>th</sup> ed.), Prentice Hall, Upper Saddle River, New Jersey.

## **CTP201: Biblical Worldview**

### **Background and Rationale**

Biblical worldview is a general study of worldviews ranging from Christian theism, Deism, Naturalism, Nihilism, Existentialism, Eastern Pantheism, New Age and Postmodernism.

The course will define each worldview and give fundamental principles behind each worldview. It will also provide the student with knowledge of the proponents of the respective worldviews. Ultimately, a student must be able to appreciate the Biblical Worldview and differentiate it from other worldviews.

This course will not take a deep theological approach to the study of biblical worldview, but it will be a basic or foundational study of Biblical Worldview to orient a student to the other views that determine how people respond to issues around them.

### **Learning outcomes**

At the end of the course students will be expected to:

- (a) Introduction to different worldviews
- (b) Help student have a close look at the historical development of worldviews
- (c) To look at what informs people's perceptions of the world and life in general.
- (d) To help students review and evaluate their worldviews
- (e) To develop an appreciation of the Christian worldview

## **Course content**

## **1.0 Introduction to biblical worldview**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Introduction to Biblical worldviews
- All human beings have a worldview
- A correct definition of the term worldview
- Questions that people ask to define their worldview

## **2.0 Theism**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- A correct Definition of the term theism
- A comprehensive knowledge of Christian theism
- How Christian Theism differs from other worldviews

## **3.0 The Clockwork Universe (Deism)**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- How deism developed
- Primary beliefs of deism
- Its inconsistencies in addressing issues of existence
- Major proponents of deism

## **4.0 The Silence of Finite Space (Naturalism)**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- How naturalism as a philosophy developed
- Primary beliefs of Naturalism
- Other forms of Naturalism in practice as led out by James Sire
- Secular humanism
- Marxism
- What made naturalism stick around for a long time

## **5.0 The Zero Point (Nihilism)**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- The development of Nihilism as a philosophy
- Foundational principles of Nihilism
- The bridging points from naturalism to Nihilism
- Consequences of nihilism

### **6.0 Beyond Nihilism (Existentialism)**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understand the philosophy behind existentialism
- Conceptualize the two forms of existentialism- atheistic and theistic
- The influence and impact of existentialism on human life

### **7.0 Journey to the East (Eastern Pantheistic Monism)**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Basic tenets of the pantheistic worldview
- Understand the historical development of pantheism
- The sociological consequence of this world view on life and reality

### **8.0 A Separate Universe (The New Age)**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Basic tenets of the new age thought
- A general understanding and challenges of the New Age thought
- The sociological consequence of this worldview on life and reality

### **9.0 The vanished Horizon (Postmodernism)**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Basic tenets of the Postmodernism
- Understand the historical development of pantheism
- The sociological consequence of this world view on life and reality

### **10.0 African Worldview P1**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- Understand the foundation of an African worldview
- The philosophical understanding of the African worldview

### **11.0 African Worldview P2**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- The impact of the African worldview on the meaning of life and reality
- Application of this worldview in the context of the rest worldviews

### **12.0 The Examined Life**

After completing this chapter, the student will be able to demonstrate knowledge of the following:

- A deeper understanding of Biblical worldview
- A review of each worldview covered in light of Biblical worldview
- Engaging and applying themselves in evaluating of the impact of worldviews on human life

### **Assessment**

- Continuous Assessment 60%
- Final Exams 40%

### **Prescribed Textbook**

- Sire, JW. The Universe Next Door. A Basic World Catalog (Fifth Edition). England, Leicester: Intervarsity Press.
- <http://www.probe.org/site/c.fdKEIMNsEoG/b.4224519/k.362A/Worldviews.htm>
- [http://www.probe.org/site/c.fdKEIMNsEoG/b.4224501/k.A5D4/Worldviews\\_Part\\_2.htm](http://www.probe.org/site/c.fdKEIMNsEoG/b.4224501/k.A5D4/Worldviews_Part_2.htm)
- <http://www.scholarscorner.com/Critical/Newage>

## **23.0. Description of second year courses Faculty of Law**



## **LAW102: Legal Writing & Methods**

### **Background and Rationale**

Legal writing and methods involves the development of Law student's ability to write and the development of skills in advocacy which are imperative requisites for any future lawyer.

### **Learning Outcomes**

At the end of this course, learners will be able to:

1. Demonstrate a broad understanding of the operation of the Zambian legal system
2. Demonstrate knowledge of the structure of the Zambian legal system and the hierarchy of courts and to have a basic understanding of how this compares with other selected jurisdictions
3. Demonstrate knowledge the sources of law and to develop an understanding of the sources of legal principles and to build up a portfolio of cases to demonstrate how judges reason
4. Demonstrate understanding the fundamental legal techniques of reasoning from precedent and interpretation of statutes and to be able to apply the relevant law to factual situations
5. Demonstrate the ability to undertake and present legal research, to negotiate a position, and to work co-operatively in groups, and to argue orally and cogently using appropriate acquired legal knowledge

### **Course Content**

#### **1.0 Introduction to Legal Writing and Methods**

- Importance of legal research
- Different types of legal research
- Importance of using correct grammar in legal writing
- Role of the Zambia Law Development Commission

#### **2.0 Sources of Law**

- Sources of law in Zambia

- The process by which Acts of Parliament come into being
- The role of custom as a source of Law

### 3.0 Case Reading

- Cases that have been reported
- Reading the reported case
- Where was the case reported

### 4.0 Statutory Interpretation

- The meaning of Statutory Interpretation
- Rules for Statutory Interpretation
  - The Literal Rule
  - The Golden Rule
  - The Mischief Rule
- The purpose approach to statutory interpretation
- The general rules for statutory interpretation

### 5.0 Essay Writing and Answering Problem Questions

- Produce a cogent piece of written work
- Structure a cohesive line of argument
- Differentiate between skills needed for problem questions and those for essay questions
- Identify the legal issues that need to be resolved
- Structure a logical and organized the answer

### 6.0 Referencing and Plagiarism

- Plagiarism
- Avoiding inadvertent plagiarism
- Risks associated with deliberate plagiarism

### 7.0 Legal Reasoning

- The process involved in logical legal reasoning.
- Legal reasoning is more than just the mechanical application of facts
- Natural Law, Legal Positivism and Legal Realism
- The legal reasoning applied by a judge when making a decision

## 8.0 Negotiation Skills

- The role of negotiation in legal practice and effective negotiation
- Insight into the aims and interests of the client
- Opening the negotiation in a professional manner and establishing a workable agenda of the issues that need to be addressed

## 9.0 Presentation Skills

- Selecting a topic with the constraints of your course
- Constructing an organized and flowing presentation
- The importance of practicing the presentation
- Reflecting upon your performance in order to strengthen future presentations

## 10.0 Components and Hierarchy of the Courts in Zambia

- The historical development of the Zambian legal system
- The process involved to become a Practitioner
- The hierarchy of courts in Zambia
- The different types of courts

## 11.0 Introduction to Alternative Methods of Dispute Resolution

- Objectives and principles of alternative dispute resolutions as they exist in Zambia and internationally
- Nurture and develop your negotiation skills through practical demonstration
- Know when to and when not to use certain strategies in negotiations

### **E1.9.4 Assessment**

Continuous Assessment	60%
Final Exam	40%

## **ECO101: Economics**

### **Background and Rationale**

Economic concepts and ideas are used in both business and government as the basis for much decision-making. This course introduces students to the main economic concepts and provides them with the opportunity to explore some of the key contemporary issues applicable in economics.

### **Learning Outcomes**

At the end of this course, students will be able to:

1. Apply key economic concepts providing solution to the economic problem
2. Apply the theory of markets at work
3. Evaluate production and costs
4. Explain competition and monopoly
5. Apply the theory of factor markets highlighting the major problems faced by economic managers in the 21<sup>st</sup> Century

### **Course Content**

#### 1.0 Introduction to Economics

- Economics
- Macroeconomics and microeconomics
- The economic way of thinking
- The Problem of scarcity
- Inductive and deductive methods of Economic analysis.

#### 2.0 Production Possibilities and Economic Growth

- Tradeoffs and choices
- Production Possibility Curve and tradeoff
- Specialization and gains from trade
- The concept of marginal analysis

#### 3.0 Market demand and supply

- Market demand and supply
- The Law of Demand and the Law of Supply

- The effects of shifts on the demand curve
- Opportunity cost

#### 4.0 Markets in Action

- The effect of Changes in Market Equilibrium
- Market Failure concept
- The Consumer Choice Theory

#### 5.0 Elasticity of Demand and its determinants

- Price elasticity
- Price changes and revenue
- The size of the price elasticity of demand
- The elasticity of supply

#### 6.0 Output and Production costs

- A firm's inputs and outputs
- A firm's cost curves in the short run
- Cost changes when firm's plant size changes in the long run

#### 7.0 Market Structure: Perfect Markets

- Perfect competition
- The supply curve of a firm in perfect competition
- Price and output in a competitive industry
- The effects of a change in demand and of a technological advance

#### 8.0 Market Structure: Monopoly Markets

- Monopoly and the conditions under which it arises
- A single – price monopoly determines its price and output
- Price – discriminating monopoly's output and profit
- The performance and efficiency of competition and monopoly markets

#### 9.0 Market Structures: Monopolistic Competition and Oligopoly

- The Monopolistic competition market structure
- Perfect competition and monopoly market structure
- Price and output decisions for a monopolistically competitive firm
- The price and output decisions for an oligopolistic market structure
- The game theory

## 10.0 Demand and Supply in Labour Markets

- Demand and supply curves for labour
- Wage rates and employment
- The meaning of derived demand for labour
- Compare and contrast the substitution and income effects
- Define monopsony

## 11.0 Inequality and Income Redistribution

- Inequality in income and wealth in the World
- Economic inequality
- The redistributive effects of taxes and welfare programs
- Fairness in the distribution of income and wealth

### Assessment

Continuous Assessment	60%
Final Exam	40%

### Prescribed Textbooks

- Tucker, I. B., *Economics for Today's World* (5th Ed). Thomson South – Western.
- McTaggart D., Findlay, C., & Parkin M. (1999). *Microeconomics*. (3rd Ed.). Addison – Wesley

### Recommended Textbooks

- McTaggart D., Findlay, C., & Parkin M. (1999). *Microeconomics*. (3rd Ed.) Addison – Wesley.
- Whinston, M. I. A., & Green, J. R. (1995). *Microeconomic Theory*. Oxford University.
- Varian H. (1992). *Microeconomic Analysis*. (3rd Ed.) Norton.

## **LAW201: Law of Tort**

### **Background and Rationale**

The course explores the nature of tort and whether there are many torts or just one tort. The introduction to specific nominate torts and the available defences and remedies will provide a basic understanding of the following:

1. The definition of Tort;
2. The Law of Tort versus Law of Torts debate;
3. The general characteristics of tortious liability;
4. The relevance of motive in the Law of Torts;
5. The aims and objectives of the Law of Torts; and The interests protected by the Law of Torts.

The rules of tort law are designed to enforce principles of personal responsibility for harm caused to others. The underlying purpose of the law of tort is to compensate people for the harm caused to them by the fault of others.

### **Learning Outcomes**

At the end of this course, learners will be able to:

1. Identify the various torts
2. Articulate understanding of the nature of torts, distinguishing between crimes, torts and contracts and identifying the general aim of the law of torts relating it to their social and political context.
3. Analyze the key components of the law of tort and applying this understanding to a range of common scenarios of the tort of negligence and how a party can recover damages
4. Discuss the contents of torts and the elements that constitute the various torts
5. Analyze the applicable defences and available remedies

### **Course Content**

#### **1.0 Introduction to the Law of Tort**

- Meaning and functions of the law of tort

- Tortious liability,
- Faulty, non – faulty liability and joint and several tortfeasors
- Distinguishing law of tort from criminal law and Contract Law

## 2.0 Trespass to the Person

- Link between assault and battery
- Practical challenges of false imprisonment
- Defences to the tort of trespass to the person
- Remedies to the tort of trespass to the person

## 3.0 Tort of Negligence

- Significance of the Donoghue v Stevenson case
- The concept of “duty of care” in law of tort
- The concept of “standard of care” and the “Reasonable man” Test
- The concept of “consequent damage.”

## 4.0 Causation and Remoteness of Damage

- The relationship between causation and remoteness of damage
- The concepts of “Novus Actus Interveniens”, “Proofing negligence” and “Res Ipsa Loquitor.”
- The concept of “remoteness of damage.”
- Defences to the tort of negligence: volenti non fit injuria; contributory negligence

## 5.0 Negligence and Novel Situations

- The concept of “Nervous Shock” in tort
- The concept of pure economic loss as relates to economic loss caused by careless statements
- Economic loss caused by negligent misstatement
- Liability arising from omissions

## 6.0 Trespass to land and Occupier’s Liability

- Defining occupier, premises and trespass to land
- Reviewing Chapter 70 of the laws of Zambia and actions amounting to trespass
- The liability to trespassers, non – visitors, vendors and lessors



- Defences: Consent; Lawful Authority; and Necessity
- Remedies: Damages, Injunction, Re – entry; Action for Recovery of land

#### 7.0 Defamation

- Defining tort of defamation
- Distinguishing between libel and slander
- Malicious Prosecution and Malicious Abuse of Process
- defences for defamation
- Remedies to the tort of defamation

#### 8.0 Nuisance

- “Statutory Nuisance.”
- “Private Nuisance” and “Public Nuisance.”
- Parties to an action of nuisance.
- Defences: Prescription; Statutory Authority and; Planning Permission.
- Remedies: Injunction; Abatement of the Nuisance.

#### 9.0 Strict Liability, Liability for Animals and Torts Relating to Goods

- The significance of the “Rule in Rylands v Fletcher.”
- Common law liability to animals and the statutory liability under the Act (Per Volume 15 of the Laws of Zambia)
- The liability for injury to livestock caused by dogs
- The liability for defective products and explain what amounts to interference with goods
- Explain and describe some common defences and remedies relating to this area of tortious liability

#### 10.0 Economic Torts, Vicarious liability and Death in Relation to Tort

- The tort of “Deceit”, “Malicious Falsehood” and “Passing off.”
- The tort of interference with Trade: Conspiracy, Intimidation and Inducing a Breach of Contract.
- The basis and reasons for vicarious liability.
- Death as creating liability and as extinguishing liability (Re:Cap 74)

- The relationship between the Fatal Accidents Act and Law Reform (Miscellaneous Provisions) Act

#### 11.0 General Defences and Remedies in Tort

- General defences in tort: Voluntary Assumption of Risk; Contributory Negligence; Illegality (ex turpi causa non oritur action);
- The concepts of “Inevitable Accident” and the “Act of God” as defences
- The concepts of “Necessity”, “Mistake”, “Exclusion Clauses” and Consent as defences
- Remedies in tort generally: Damages; Injunction

#### Assessment

Continuous Assessment	60%
Final Exam	40%

#### Prescribed Textbook

- Rogers, W.V.H. Rogers. (2002). *Winfield and Jolowicz on Tort*, Ch.
- Dias, R.W. (1955), *Winfield on Tort* (6th Ed.). Sweet and Maxwell

#### Recommended Textbooks

- Barron, M.L., (1998). *Fundamentals of Business Law*, Ch.2
- Keenan, Dennis (2004). *Smith & Keenan English Law*, 14th Ed. Pearson Longman, London
- Mann, Trisch, (2001). *Essentials of Business Law*, Ch. 33

### **LAW202: Law of Contract**

#### Background and Rationale

This course is designed to introduce students to the impact of contract law on business. To do this, it commences with a review of the sources of contract law to see how it fits into the Zambia’s legal system. It goes on to show that the whole essence of business life is the making of contracts – contracts to perform work; contracts to buy and sell; contracts to

make something; or to employ someone; or to use something. We must, therefore, know what a contract **is**, and **when we have one**. A contract is an **agreement** between **two or more people**. In this course you will learn that every contract is an agreement – but not every agreement is a contract. Two people agree about something to be done. They are called "the parties".

The bulk of the law of contract is concerned with the questions of agreement and legal enforceability; but a number of other topics also call for discussion. Thus the rules relating to plurality, third parties, assignment go to determine who is bound by, and entitled to the benefit of, a contract. The rules relating to remedies presuppose existence of an enforceable agreement and deal with methods of, and limits on, enforcement. All these, in principle, are determined by law.

## **Learning Outcomes**

At the end of this course, students will be able to:

1. Define contract and identifying the key essential elements of a Valid Contract
2. Demonstrate knowledge of the sources of contract law
3. Demonstrate understanding of the Terms of a contract
4. Demonstrate understanding of contract regulations
5. Demonstrate understanding of performance and discharge of a contract as well as remedies for breach

## **Course Content**

### **1.0 Contracts**

- The ‘Contract’
- The ‘objective’ and subjective principles
- Expected standard of behavior
- Freedom of contract and imbalance bargaining power
- Essential elements of a Valid Contract correctly and explain the types of contracts

### **2.0 Agreements**

- The importance of ‘Offer’ and ‘Acceptance’ in any contractual obligation
- Distinguishing between an offer and invitation to treat

- The facts about acceptance
- Explaining how an offer may be terminated
- Defining an inchoate contract

### 3.0 Consideration

- The function of consideration
- The meaning of executory, executed and past consideration
- The judicial rule that consideration must move from the promisee
- Distinguishing between adequacy and sufficiency of consideration

### 4.0 Intention to Create Legal Relations and Privity of Contract

- Distinguishing between domestic and commercial agreements
- The doctrine of privity of contract
- The restriction on imposing liabilities on strangers

### 5.0 Terms of the Contract

- Terms of a contract are
- The difference between express and implied terms
- The difference between “condition” and “warranty”
- The effect of exclusion clauses

### 6.0 Capacity of Parties and Assignment of Rights

- The meaning of capacity at law
- The effect of contracts made by minors
- The effect of contracts made by persons with mental disorder
- The effect of contracts made by drunkards
- The effect of contracts made by corporations

### 7.0 Vitiating Factors

- The consequences of mistake
- The effect of misrepresentation
- Differentiating between duress and undue influence
- Unconscionable bargains

### 8.0 Unenforceable Contracts

- Contracts prohibited by statute
- Contracts illegal at common law on grounds of public policy

- The consequences of illegality

#### 9.0 Plurality and Third Parties

- Plurality of parties
- Distinguishing between joint and joint and several promises
- The common law doctrine regarding third parties
- Statutory exceptions to the general rule

#### 10.0 Discharge of a Contract

- Discharge by performance
- Discharge by breach of contract
- The doctrine of frustration
- The discharge by agreement

#### 11.0 Remedies for Breach of Contract

- General principles of damages as a remedy
- Bases of assessment or quantification of damages
- Different types of damages
- Non – pecuniary losses and damages

### Assessment

Continuous Assessment	60%
Final Exam	40%

### Prescribed Textbook

- McKendrick, E. (2013). *Contract Law*. (10th Ed.). Palmgrave Macmillan.

### Recommended Textbooks

- Robert, D. (2001). *Contract Law Sweet & Maxwell* (5<sup>th</sup> Ed.). Nutshells.
- Michael, F. (2001). *Law of Contract Butterworths*. (14<sup>th</sup> Ed.).
- Edwin, P. (2010). *Treitel, the Law of Contract*. UK: Sweet & Maxwell.
- *The Law Reform (Frustrated Contracts) Act, Cap 73 of the Laws of Zambia*

## **LAW203: Criminal Law**

### **Background and Rationale**

Zambia is a landlocked country surrounded by a number of neighboring countries with diverse growth trends. Zambia, like its neighbors has demographically grown more than its economic growth and this disparity has led, to a great extent, to growth in crime rate which the country must control by all means. One control route is through an efficient Zambian criminal court system.

This course therefore is concerned with the substantive criminal law in Zambia and the other common law jurisdictions. It focuses on the law relating to the general principles of legal liability for crimes and other specific offences. Offences are many and the course concentrates on those which are more serious and more prevalent in our present day Zambia which every lawyer is likely to meet in their day to day interactions with society. The criminal law is accordingly derived from a mixture of common law and statute. Most of the general principles of liability are to be found in the common law and some offences such as murder, manslaughter and incitement are offences of common law.

Parliament on the other hand has attempted to intervene with increasing frequency throughout the past fifty years to place more offences and defences on the statute books. The various statutes which have been enacted have been viewed as largely representing ad hoc responses to particular problems (**Re: The People v Liato – unreported**). To some extent this makes the study of criminal law both challenging and interesting as the practitioner grapples to discover and apply elusive and even ephemeral principles. The Zambian Penal Code derives its origin from the English penal code which codified the English criminal law. Since the 21<sup>st</sup> century, there has been considerable judicial activity in many areas of criminal law.

Criminal law has taken a trajectory development from colonial times to today. Changes have been made in response to problems involving increases in the commission of certain offences. The inordinate increase in violent crimes was of great concern of the state and all efforts were made to combat the bane. Another substantive area that has seen tremendous change and of importance is the concern about the increase and seriousness of corruption cases and this can be seen from the Attorney – General’s statement when he presented penal code amendment in 1974 to parliament:

“It is necessary to arrest the serious cancer of corruption which is difficult to eliminate once it has invaded the public service of any government.”

There has been considerable activity in Parliament by virtue of the Act, inter alia, the provisions concerning forfeiture contained in section 29 which were made mandatory. Once again this was not enough and by virtue of the Corrupt Practices Act 1980, the penal Code provisions on corruption were repealed and new provisions together with the establishment of the Anti – Corruption Commission introduced.

The Common law and the Zambian Penal Code place the English criminal law and the Zambian criminal law in a closer relationship and any changes to the Penal Code has not altered that relationship to any great extent.

Thus, this course covers the general principles of criminal law. Students are introduced to these principles by a brief examination of the nature of criminal law, the principle of legality and the operation of the Bill of Rights on the rules of criminal law.

### **Learning Outcomes**

At the end of this course, students will be able to articulate knowledge and understanding of:

1. The concepts, analyses and the nature of criminal law
2. The concepts, analyses and definitional elements of a crime
3. The concept of diminished responsibility in criminal law
4. The concepts, analyses of types of defences in criminal law
5. The concepts of misdemeanor and felonies in criminal law

### **Course Content**

#### **1.0 The Concept of Crime**

- Defining a crime and explaining the purpose of criminal law
- The sources of criminal law
- Describing how crimes are classified
- The burden of proof, standard of proof and the presumption of innocence concept
- The Zambia’s Criminal Justice System

## 2.0 The Actus Reus

- A wrongful act
- The concept of voluntariness in criminal liability
- Distinguishing between omission by breach of duty and commission by omission
- Causation in criminal law
- The coincidence of Actus Reus and Mens Rea

## 3.0 The Mens Rea

- Intention in criminal law
- Motive in criminal law
- Recklessness and explain its application
- Negligence in criminal law
- Defining knowledge (Knowingly), Wilfulness (wilfully)

## 4.0 Strict Liability

- The meaning of strict liability
- Strict liability offences
- The defences to strict liability offences
- Parties to a crime

## 5.0 Inchoate and Non – Fatal Offences

- Offence of attempt
- Offence of conspiracy and incitement
- Distinguishing between common assault and battery
- Offence of causing bodily harm
- The offence of administering poison

## 6.0 Defences in Criminal Liability

- The defences related to the mind
- The circumstances used as a basis of defence
- Conduct deemed permissible
- Effect of justification or excuses as defence

## 7.0 Sexual Offences

- Sexual offences in general



- The offence of Rape
- The offences of incest and indecent assault
- The offence of defilement

#### 8.0 Homicide

- The offence of murder.
- Manslaughter (voluntary and involuntary manslaughter.)
- The offence of infanticide

#### 9.0 Offences Against Property

- Offences against property
- Offences involving deception
- Offences related to criminal damage

#### 10.0 Offences Against State

- Offences against public order
- The offence of treason, threat to law and Order, Inciting Mutiny (Soldiers, or Police) and Sedition
- Offence against Public Safety: Unlawful Assembly and Riots
- Disorderly Behavior in Public Place
- Offences Against Public Authority
- Contempt of Court
- Fraud and Breaches of Trust by Public Officers
- disobedience of Statutory Duty

#### 11.0 Punishment and Principles of Sentencing

- Punishment
- The different types of punishment
- The principles of sentencing

### **Assessment**

Continuous Assessment	60%
Final Exam	40%

### **Prescribed Textbook**

- Richard C. (2012). *Card, Cross & Jones on Criminal Law*. (20th Ed.). London: Oxford University Press.
- Allen, M. J. (2001). *Elliot & Wood's Cases and Materials on Criminal Law*. (8th Ed.). London: Sweet & Maxwell.
- *Penal Code, Chapter 87 of the Laws of Zambia*

### **Recommended Textbooks**

- Hatchard, J. & Ndulo, M. (1994). *Readings in Criminal Law & Criminology in Zambia*. Lusaka: Multimedia Publications.
- Dobson, P. (1999). *Nutshells in Criminal Law* (5th Ed.). London: Sweet & Maxwell.

## **LAW204: Constitutional Law**

### **Background and Rationale**

For many, this is the most difficult area of the whole subject. It is rather theoretical and seems to have no beginning and no end. Different lecturers have very different approaches in this area. Some like to include a lot of **political theory** and others **do not**. There is a fairly traditional set of issues that have been considered relevant to 'the nature of the *Zambian constitution*'. These issues might be general, such as, what is democracy? Is Zambia democratic? What is the nature of the state? Explain limited government and the concept of legitimacy? In some respects these are just more modern ways of asking the old questions like, what is the rule of law. Does a separation of powers control the executive? Often the same sort of material, e.g., cases, past political incidents, academic opinion crops up whatever the question being asked. For example, a famous case like **Christine Mulundika & 7 Others V. The People (1995) ZR 20** can be used to illustrate arguments relating to constitutional supremacy, the rule of law, the separation of powers, the effect of a written Bill of Rights as well as the attitudes of the courts to the state and the unlimited power of the government. A good starting point is, why do we or any country have a constitution at all?

In a given society at any given time, individuals are asserting interests as worthy of protection by the law of that society. Therefore, law as a cornerstone of the edifice of "order" should meet the

challenges confronting the society. The law in order to be legitimate and legal must satisfy the mandates of the Constitution of the country. The Constitution unlike other Acts, is intended to provide a Grand norm law or an Enduring paramount law and a basic design of the structure and power of the state and rights and duties of the citizens to serve the society through a long lapse of time.

To this end, lawyers particularly in Zambia have a leading role to play not only in defending the rights of citizens, but also in helping a constitutional order tailored and responsive to the needs of the Zambian people. Good Government based on the application of the principles of democracy and constitution is undoubtedly a pre-condition to peace, stability, and ordered development in the country. This course is therefore relevant to the understanding of the democratic society in Zambia and the limits of the powers conceded by the ruled to the rulers.

The first part of this course provides an introduction to the history of Zambia constitutional law and basic concepts such as democracy, legitimacy, constitutionalism, federalism, separation of powers and the rule of law. It then considers the Zambian Constitution in detail. The second part of the course focuses on the protection of human rights in the Constitution. It examines the operation of the Bill of Rights and, using both Zambian cases and the jurisprudence of constitutional courts in other jurisdictions as well as the European Court of Human Rights, considers aspects of the Bill of Rights such as freedom of speech and equality, and affirmative action.

This is a course in constitutional law, which is aimed at preparing students to meet the challenges that lie ahead of them as lawyers in a developing country, namely; assisting to shape and sustain a democratic society based on respect of human rights. In a young democracy like Zambia problems of democratic governance, accountability. and transparency in the running of government are expected to be experienced to a greater extent .The course aims at acquainting students with the nature and magnitude of those problems in order for them to develop their own perceptions about appropriate solutions to these problems of governance common worldwide.

## Learning Outcomes

At the end of this course, students will be able to:

1. Demonstrate understanding of constitutional concepts and principles
2. Articulate the importance of a constitution in the legal and political system of a country
3. Demonstrate understanding of various constitution making processes adopted by various countries and the various factors that influenced constitution making in Zambia up to 1964
4. Demonstrate understanding of constitutional law cases so far decided in Zambia and other commonwealth courts and how courts have gone about resolving these cases and developing own perception regarding appropriate solutions to the constitutional enactment problems faced by Zambia.
5. Demonstrate understanding of the Zambian constitution and the principles of constitutional autochthony and supremacy. (Constitutional autochthony is the process of asserting constitutional nationalism from an external legal or political power.)

## Course Content

### 1.0 Constitution & Constitutional Law

- Constitutional law
- A constitution and its source
- **Written and Unwritten** constitution
- Different types of Constitutions
- The Constitution **Making Process** and **Modes of Adoption** of a written constitution in Zambia

### 2.0 Sources of Constitutional Law

- Legislation
- Judicial precedent
- A Convention
- Authoritative Opinions

- The constitution itself (where it is written)

### 3.0 Synopsis of Constitutions 1890 – 1991

- The Pre – Independence Constitution 1890 - 1964
- The First Republic Constitution 1964 - 1973
- The Second Republic Constitution 1973 - 1990
- The Third Republic Constitution 1991 and Beyond

### 4.0 The 1996 Constitution

- The background to the amendments
- Critical contents of the Government White Paper No.1 of 1995.
- The Changes to the 1991 Constitution
- The significance of the Christian Declaration?

### 5.0 The Concept of Democracy

- Democracy and Constitutionalism
- The different known types of Democracy
- The Pillars of Democracy
- An Electoral System and describe the Known types of System

### 6.0 The Constitutional Law Concepts

- Federalism and Unitaralism
- Bicameralism and Unicameralism
- Parliamentary System of Government
- Presidential System of Government
- The pros and cons of each system of government

### 7.0 The Concept of Separation of Powers

- The fundamental organs of government
- The doctrine of the separation of powers
- The concept of Checks and Balances
- The Supremacy of the constitution
- The Sovereignty of the Legislature

### 8.0 The Rule of Law

- The doctrine of the Rule of Law
- The Rule of Law as a Broad Political Doctrine

- The Rule of Law as a Constitutional Guarantee of Human Rights
- Zambian Case Readings

#### 9.0 The Executive Branch of Government

- The nature of executive power and the presidency
- Distinguishing between the Vice President, Ministers and Cabinet
- The functions of the Attorney – General, Solicitor – General and the Director of Public Prosecutions
- The function of the Public Protector
- The Civil Service and the Law Enforcement Agencies

#### 10.0 The Legislative Branch of Government

- The legislature
- The membership and the qualification
- The legislative powers and procedure
- The Code of Conduct for Parliamentarians

#### 11.0 The Judicature

- The Judiciary
- Independence of the Judiciary
- Factors that may undermine Judicial Independence
- The principle of judicial review in Zambia

### Assessment

Continuous Assessment	60%
Final Exam	40%

### Prescribed Textbook

- Besa, M., (2011). *Constitution, Governance and Democracy*. Zambia: Mission Press.
- Prof. Chanda, A. W., (2011). *Constitutional Law in Zambia*. Lusaka: UNZA.
- *The Zambian Constitution, Chapter 1 of the laws of Zambia*
- *Statutes and Judicial Decisions*

### **Recommended Textbooks**

- Hall, R. S. (1976). *Zambia 1890 – 1964: The Colonial Period*. London: Longman.
- Mulford, D. C. (1964). *The Northern Rhodesia General Elections*. Nairobi: Oxford University Press.
- Mulford, D. C. (1967). *Zambia: The Politics of Independence*. London: Oxford University Press.

### **LAW205: Family & Succession Law**

#### **Background and Rationale**

The course looks at the process of family formation, dissolution and succession. This arises from the understanding that the basis of the family in Zambia, as elsewhere, is marriage between a man and a woman. Marriage, therefore, forms a very important institution upon which a family, the smallest unit of society, is founded. For this very reason, Family and Succession law becomes an important component of our legal studies so that issues affecting the family in general could legally be addressed, adequately. Zambia inherited a dual legal system from its colonial history that is the applicability side-by-side of statutory law with its principles of common law and equity on the hand, and customary law on the other. The Subordinate Court, the High Court and the Supreme Court enforce statutory law and on appeal from local courts, customary law.

Thus parties may marry under civil law and be governed by the Marriage Act Chapter 50 of the Laws of Zambia and other written laws, common law and rules of equity, or they may choose to marry under customary law that applies to them, or in the case of inter-ethnic marriages, a customary law of one of the parties to the marriage. The course explains how before independence, Africans did not qualify to contract marriages under statute (the Marriage Ordinance). They applied their customary laws to marriages and related personal relationships. They could not marry under the Act (Ordinance) even if they wanted, until the law was amended in 1963 making it applicable to all who chose to be affected by it.

In practice although the people of Zambia largely marry under customary law, the vast majority of those who choose statutory marriages also combine with processes required for contracting a valid

customary marriage, such as engaging into marriage negotiations through families and a Shibukombe or Nkhoswe; they depend very much on the consent of parents, without which there can be no marriage. They practice the payment of lobola by the groom's family to validate the marriage and have the right to children of the marriage. A statutory marriage is a union of the two parties to the marriage, but in the Zambian context their families are very much part of the alliance. Parties' families usually observe the statutory solemnization ceremony as well as the traditional ceremony of a feast and rites of handing over the bride to the groom's family. The course also works toward the understanding that the two laws are blended without one disrupting the other.

### **Learning Outcomes**

At the end of this course, students will be able to demonstrate understanding of:

1. The nature and scope of family law in Zambia
2. The different types of marriage and how to contract one
3. The concept of nullity and the effects of marriage
4. The concept and meaning of marriage breakdown, divorce and judicial separation
5. The relationship between parents and children, legitimacy and adoption.
6. Property and financial support for family members

### **Course Content**

#### **1.0 Introduction to Family Law**

- The scope, nature and functions of family law
- The meaning of family
- Engagement and cohabitation
- Trends in family law and Courts administering it
- Internationalisation of family law

#### **2.0 Sources of Family law**

- The Statutory composition of Volume 5 of the laws of Zambia
- Duality of the legal system in Zambia
- The legal framework of family law
- The sources of family law



### 3.0 Marriage

- The meaning of “marriage.”
- The contractual standing of “marriage.”
- The types of marriage
- Defining marriage
- Capacity to marry
- The formalities of marriage
- The presumption of marriage
- The effects of marriage.
- The position of foreign marriage in Zambia

### 4.0 Nullity of Marriage

- The decree of nullity
- The grounds for the decree of nullity of marriage
- Void and voidable marriage
- The Grounds on which a Marriage is Voidable
- The Bars to Relief of a Nullity Decree and the Effects of Decree of Nullity

### 5.0 Breakdown of Marriage

- The purpose of reconciliation/Conciliation in marriage
- Decree nisi and decree absolute
- Grounds for Judicial Separation
- Divorce under customary law

### 6.0 Parents, Children and Legitimacy

- ‘Parent’ and the parent-child relationship
- Reasons for different types of parents
- Legitimacy’ and the status of ‘illegitimacy.’

### 7.0 Adoption

- Adoption
- Who may be adopted
- Who may adopt a child and the restrictions thereof
- Procedure for making an adoption order

## 8.0 Rights in Property

- Rights' in property and their impact of marriage
- The matrimonial home and spouses' property
- The ownership rights to property
- Maintenance and its importance

## 9.0 Financial Relief on Divorce

- The importance of law reform regarding financial provisions on divorce or otherwise.
- The functions of financial provision orders.
- The purpose of property adjustment orders.
- A maintenance agreement and its purpose
- Assessment of financial provision and enforcement of orders

## 10.0 Financial Provision on Death

- Testate and intestate succession
- Testate succession
- Intestate succession
- Administration of estate

## Assessment

Continuous Assessment	60%
Final Exam	40%

## Prescribed Textbook

- Lillian Mushota, (2005). *Family Law in Zambia: Cases and Materials*.
- *Marriage Act, Chapter 50 of the Laws of Zambia*

## Recommended Textbooks

- Constitution of Zambia, Chapter 1 of the Laws of Zambia

## LAW206: Land Law

## **Background and Rationale**

The system of land legislation in Zambia is based on statutory law and customary law. The statutory law is based on The English system of land tenure, while customary law is based on the laws of the various tribes in Zambia. This course will introduce the student to the various concepts and systems of English land law. It will then introduce the student to the manner in which English concepts and systems of land law are applied in Zambia through various statutory provisions.

## **Learning Outcomes**

At the end of this programme, students will be able to:

1. Evaluate the English concepts and systems of Land Law
2. Assess the application of English concepts and systems of land law in Zambia
3. Demonstrate knowledge and understanding of the application of law in courts and private practice and the concept of property in the Zambian context
4. Trace the system of land ownership, registration and use in Zambia
5. Analyze the customary system of tenure

## **Course Content**

### **1.0 An introduction to land law in Zambia**

- Nature and scope of land law
- Sources of land law in Zambia
- Basic doctrines of English land law and how they applied in Zambia
- System of customary tenure in Zambia

### **2.0 Ownership of land and its limitations**

- The concept of ownership of land
- The concept of ownership of land at common law
- The restrictions imposed on the ownership of land at common law
- The concept of ownership of land under statutory tenure in Zambia
- The restrictions imposed on the ownership of land by statute
- Fixtures from fittings

### 3.0 Co-ownership: concurrent interests in land

- Co-ownership of land
- Four types of co-ownership of land
- How co-ownership of land applies in Zambia today

### 4.0 Leases, licenses and mortgages

- Distinguish a license from a lease
- Types of tenancies and the remedies for breach of covenants
- Types of licenses
- A legal mortgage and equitable mortgage
- Discharge of a legal mortgage

### 5.0 Easements and profits

- An easement and its essential elements
- Distinguishing an easement from a licence
- A profit a prendre and the types of profit a prendre
- Distinguishing an easement from a profit a prendre

### 6.0 Legal and equitable interests in land: the doctrine of notice and the doctrine of part performance

- The historical background of legal and equitable interests, and how they apply in Zambia today
- Distinguishing a legal interest from an equitable interest and the provisions of the Lands and Deeds Registry Act pertaining to notice of interests in land
- Section 4 of the Statute of Frauds 1677 and the equitable doctrine of part performance
- The provisions of the Real Property Act 1825 impacted on Section 4 of The Statute of Frauds
- Equity under the Real Property Act and the rule in Walsh v Lonsdale.

### 7.0 Historical background of the land tenure system in Zambia

- The land tenure system in Zambia from the time of the British South Africa Company Rule up to the first republic (1900 to 1964)
- The changes to the land tenure system in Zambia in the first republic (1964 to 1972)

- The changes to the land tenure system in the third republic

#### 8.0 Protection of tenants of business and residential premises in Zambia

- The law relating to the protection of tenants of residential and businesses premises in Zambia
- The salient provisions of the Rent Act
- The salient provisions of the Landlord and Tenant (Business Premises) Act

#### 9.0 Statutory control of land use in Zambia

- Use and development of land is regulated by the Town and Country Planning Act
- The legal framework for the compulsory acquisition of land in Zambia
- The procedure for the registration of documents relating to land in Zambia

#### 10.0 The informal land tenure system in Zambia

- The system of informal land tenure in Zambia
- Statutory and improvement areas
- Procedure for the registration of documents relating to land in Zambia
- Functions of the various departments of the Ministry of Lands that are involved in land administration and alienation

#### 11.0 The African concept of land ownership

- The nature of title to land under customary tenure
- The interests or rights in land under customary tenure
- The role of chiefs in land matters under customary land tenure
- Acquiring land under customary tenure

### Assessment

Continuous Assessment	60%
Final Exam	40%

### Prescribed Textbook

- Mudenda, F. S. (2007). *Land Law in Zambia: Cases and Materials*. Lusaka: UNZA Press.

- Hayton, D.H. (1982). Megarry's Manual of the Law of Real Property. (6th Ed.). London: Stevens & Sons.
- *Land (Conversion of Titles) Act of 1975*
- Land (Perpetual Succession) Act, Chapter 186 of the Laws of Zambia
- Land Acquisition Act, Chapter 189 of the Laws of Zambia
- Land Survey Act, Chapter 188 of the Laws of Zambia
- Landlord and Tenant (Business Premises) Act, Chapter 193 of the Laws of Zambia
- Lands Act, Chapter 184 of the Laws of Zambia
- Lands and Deeds Registry Act, Chapter 185 of the Laws of Zambia
- Landlord and Tenant (Business Premises) Act, Chapter 193 of the Laws of Zambia
- Rent Act, Chapter 206 of the Laws of Zambia
- Housing (Statutory and Improvement Areas) Act, Chapter 194 of the Laws of Zambia

### **Recommended Textbooks**

- Constitution, Chapter 1 of the Laws of Zambia

## **LAW209: Commercial Law**

### **Background and Rationale**

Commercial law is an area of law that those who wish to trade locally and internationally rely on. Commercial law, at least in the sense in which it is defined, is a vast subject, drawing on the law of contract, tort, property, equity and trusts, and on public law; indeed, on all the streams of law that make up the corpus of English jurisprudence. Commercial law lectures are designed not for lawyers alone but for all those interested in the development of our law and legal institutions.

### **Learning Outcomes**

At the end of this course, students will be able to:

1. Articulate knowledge of the sale of goods
2. Demonstrate understanding of the relationship of the law of agency to commercial law
3. Demonstrate understanding of the carriage of goods by sea and associated terminology

4. Demonstrate understanding of the requirement of international sales
5. Demonstrate understanding of the CIF Contracts, the FOB and other Contracts

## **Course Content**

### **1.0 Introduction to the Sale of Goods**

- The nature of commercial law
- Historical development of Commercial Law
- Sources of commercial law
- Domestic and international sales
- Commercial and consumer sales

### **2.0 Partnership**

- The nature of partnership
- Mode of forming partnerships
- The relationship between partners
- The relationship between partners and Third parties
- Termination of a partnership

### **3.0 Law of Agency**

- The nature of agency
- Models for the creation of agency
- The principal – agent relationship
- The agent – third party relationship
- Methods for terminating agency relationship

### **4.0 Domestic Sale of Goods**

- The nature of domestic sale of goods contract
- Transfer of title in the goods
- Performance of sale of goods contract and the rights of unpaid seller
- The remedies of both buyer and seller
- An auction sale

### **5.0 International Sale of Goods and Bill of Lading**

- When a sale is international
- Special problems of international sales

- The status of UNICITRAL, the Vienna Convention on contracts for the International Sale of Goods (CISG)
- A bill of lading and carriage of goods
- The claims against a carrier, if any

#### 6.0 International Sales Contract

- International Commercial Terms (Incoterms)
- Ex – Works; FAS; FOB and CIF
- Documentary Credits and Cash payments
- Types of Credit:- Recoverable and Irrecoverable Credit; Confirmed and Unconfirmed Credit; Revolving Credits; Transferable and Non-transferable Credits
- Standby Credits, Performance Bonds and Guarantees, Export Credit Guarantees

#### 7.0 Conditional Sale and Hire-purchase

- The nature of conditional sales and hire purchase agreements
- Essentials of a hire purchase agreement, implied terms and the effect of misrepresentation
- The assignment option to purchase
- The completion and termination of Hire purchase agreement

#### 8.0 Finance Lease and Financing Against Stock and Receivables

- The nature of finance lease,
- The Rights and Duties of lessor and lessee
- Stock financing
- Receivables' financing

#### 9.0 Guarantees

- The Legal Nature of a Guarantee; Guarantee and Indemnity Distinguished
- Types of Guarantees
- The Contract of Guarantee; Relations between Creditor and Guarantor / Surety;
- Relation between the Guarantor and Debtor; Relations between Co-Guarantors



- Discharge of the Guarantor

#### 10.0 Possessory and Non – possessory Security

- Commercial credit and security
- Possessory security: Pledge; Lien and Mortgage (Legal and Equitable)
- Non-possessory security: Mortgage (legal & equitable), fixed charge, floating charge, life assurance policy and shares

#### 11.0 Bailment

- Clearly explain the nature of bailment
- Explain how a bailment is created.
- Clearly explain the rights and duties of parties to a bailment
- Clearly explain the duties of a bailor and duties of bailee
- Clearly explain lien and the power of sale

#### Assessment

Continuous Assessment	60%
Final Exam	40%

#### Prescribed Textbook

- Furmston, M.P. (2001). *Principles of Commercial Law* (2nd Ed.).
- Malila, M. (2006). *Commercial Law in Zambia: Cases and Materials*. Lusaka: UNZA Press.
- Roy Goode (1998). *Commercial Law in the next Millennium*. S. E Asia - Singapore: Thomson Information

#### Recommended Textbooks

- Lowe, R. (1983). *Commercial Law* (6th Ed.). London: Sweet and Maxwell.
- Friedman, G.H.L. (1976). *The Law of Agency*. (4th Ed.). London: Butterworths.

## **24.0. Financial Aid Rules**

- a. NU Financial Aid (NUFA) is awarded for a specific time period (class, academic term, or academic year as specified). The student must re-apply to receive Financial Aid for the next time period.
- b. Receipt of FA by students during one period does not automatically mean that they will receive Financial Aid for the next period. The student must re-apply to receive Financial Aid for the next Registration Period, and several factors will be considered when determining if the student will again receive FA. These factors include, but are not limited to:
  - i. The total amount of FA available to all students. Financial aid will only be awarded based on the availability of funds.
  - ii. The student's NU financial status (all outstanding balances must be paid) – All financial obligations to NU must be met at the beginning of each term. Failure to do so will result in the student not qualifying for financial aid for the next time period.
  - iii. The student's attendance record. Students who are absent from class or chapel for 30% of the attendance record without satisfactory reasons will not be considered for additional Financial Aid.
  - iv. Students must maintain a cumulative grade point average (GPA) of 2.0 or above to continue to be considered for additional Financial Aid.
  - v. The student's grade point average for the prior Financial Aid time period. Only students with a total grade point average above or equal to 2.0 will qualify to reapply for financial aid. A GPA of 2.0 or better is good standing. A GPA of less than 2.0 for one term is probationary standing but is eligible for additional Financial Aid. A GPA of less than 2.0 for two consecutive terms is suspension standing and is no longer eligible for additional Financial Aid.
  - vi. Student adherence to NU rules and regulations. Students who have been found to be in violation of any rules and regulations of NU as outlined in the Student Handbook and Student Housing Policy will not be considered for additional Financial Aid. Please request for a copy

of the housing policy from the Student Life office and familiarize yourself with it.

- vii. Satisfactory participation in the NU Work Study Program is required.
- viii. Unused Financial aid does not apply to another period. Unused financial aid is due to factors such as:
  - a) Failing a prerequisite
  - b) Withdrawing from the program (due to ill health, pregnancy, and so on.)
  - c) Communication with sponsor as assigned is required.
- ix. Financial Aid that has been awarded may be withdrawn by the Financial Aid Committee. In the event that awarded Financial Aid is withdrawn, as of the notification date, Financial Aid cannot be applied to outstanding or future student fees. Reasons for withdrawing Financial Aid include:
  - a) Violation of NU rules and regulations
  - b) A student misses thirty percent (30%) class or chapel attendance
  - c) Failure to participate satisfactorily in the Work Study Program
- x. NUFA can only be used to pay for the NU cost of tuition, lab fees, books, or meals as specified by the particular FA award. This financial aid cannot be used to pay for non-NU costs or items specifically denied by the particular financial aid award.
- xi. When NUFA is awarded to a student, no money exchanges hands. Rather, the amount awarded will be appropriately applied to NU fees until the award amount is fully depleted. The balance of any fees not covered by NUFA (if any) must be paid by the student.
- xii. NUFA awarded to one student is not transferable to another student. The awarded Financial Aid must only be used to pay for costs of the particular student specified by the award.
- xiii. Financial Aid is not available to international students.

- xiv. Repeated courses do not qualify for Financial Aid.

## **25.0. Student Responsibilities**

NU is committed to meeting the needs of all students. The following code of student responsibility serves as a practical guide and embodies a common respect and understanding for varying points of views necessary to experience successfully the learning process at NU.

- a. Acknowledge and demonstrate respect for the personal and professional growth of oneself and others in interactions with faculty, fellow students, and University staff.
- b. Demonstrate respect for faculty, fellow students, and staff regardless of gender, ethnicity, religious and political background.
- c. Accept responsibility and accountability for one's own actions, verbal and written communications, and interactions with faculty, students, and staff.
- d. Acknowledge that conflicts and resolution of conflicts between individuals and among groups are integral to the learning process while demonstrating responsibility for resolving these conflicts while maintaining respect for all individuals involved regardless of the outcome.
- e. Maintain confidentiality and acknowledge personal privacy in the communication of personal or professional information about one's employer, other students, or their employers.
- f. Accept responsibility for working together in the learning process and for the achievement of the learning outcomes associated with group performance.
- g. Maintain the highest ethical standards in interactions with faculty, students, and staff, in the preparation and submission of required course work, and in the completion of examinations.

## **26.0. Standards of Student Conduct**

All students are expected to conduct themselves as responsible members of the University community. Inappropriate conduct by students or by applicants for admission is subject to discipline as follows:

### **Expulsion, Suspension, and Probation of Students**

Any student may be expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes:

- a. Presenting another person's academic, professional, or personal credentials as one's own.
- b. Cheating or plagiarism in connection with an academic program at a campus.
- c. Forgery, alteration, or misuse of university documents, records, or identification or knowingly furnishing false information.
- d. Obstruction or disruption, on or off campus property, of the university educational process, administrative process, or other campus function
- e. Physical abuse on or off campus property of the person or property of any member of the university community, of members of his or her family, members of the public, or the threat of such physical abuse.
- f. Theft of, or non-accidental damage to, campus property or property in the possession of, or owned by, a member of the campus community.
- g. Unauthorized entry into, unauthorized use of, or misuse of campus property.
- h. On campus property, the sale or knowing possession of drugs, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction, or analysis.
- i. Knowingly possession or use of explosives, dangerous chemicals, or deadly weapons on campus property or at a campus function without prior authorization of the campus principal.
- j. Engaging in lewd, indecent, disorderly, or obscene behavior on campus property or at a campus function.
- k. Abusive behavior or language directed toward a member of the campus community or others.
- l. Violation of any order at a campus, notice of which had been given prior to such violation and during the academic year in which the violation occurs.
- m. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or probation pursuant to this Section.
- n. Engaging in any actions that may bring or have brought the University in disrepute.

- o. Providing false information to the University, members of the university community, the press, or outsiders with intent to defraud, mislead, or misinform the University, its community or outsiders.

## **27.0. Sexual Standards and Conduct Policy**

NU is committed to a policy that maintains an environment where employees and students abide by biblical injunctions regarding sexual activity and refrain from sexual immorality.

A person's desire for sexual intimacy is a creational and often very strong characteristic in human nature.

NU believes, based on its understanding and interpretation of the Bible that the only appropriate and permissible context in which sexual intimacy may be expressed as overt sexual interaction is in the marriage partnership of a man and a woman. The university expects all students, faculty, and staff to live in accord with this understanding of sexual interaction as long as they are members of the university community.

NU believes that the Bible encourages us to maintain a loving and supportive attitude towards each other and that there should be mutual respect for members of the opposite gender, as well as a loving and supportive attitude toward those who struggle with restricting their sexual interaction to marriage. The university will make efforts to work in a counseling context with individuals who find it difficult to restrict their sexual activity within the institution of marriage.

### **Unacceptable Sexual Conduct**

NU specifically holds as unbiblical and therefore prohibits:

#### **a. Homosexual relations.**

It is unacceptable to have sexual relations with someone of the same gender as long as one is a member of the university community, whether on or off campus. NU also prohibits promoting or advocating such activity.

b. **Extramarital sexual relations.**

Sexual activity with anyone other than with one's spouse is prohibited. If such relations result in pregnancy affected students will be required to withdraw from the university for a period of one year. This also applies to students who conceal their pregnancy, have a baby and continue their studies. They will need to reapply after one year and go through counselling before being reinstated in the university community.

c. **Promoting or advocating sexually immoral activity.** This does not prohibit members of various academic disciplines, including students and faculty, from studying, discussing, or examining such issues as they affect individuals, society, or others.

d. Sexual activity with some one of the same gender or with someone other than one's spouse is prohibited. An employee or student involved in such activity shall be dismissed from the university.

e. NU is committed to maintaining an environment free of sexual harassment. Members of our community have the right to work, study, and communicate with each other in an atmosphere free from unsolicited and unwelcomed communication of a sexual nature.

f. All students and employees are responsible to determine if they can abide by this sexual standards and conduct policy. If any individual doubts or questions his or her ability to do so, that person should speak to the Head of Student Life or the Vice President of Business Operations to receive guidance and/or instruction.

## **28.0. Academic Ethical Standards**

a. All work submitted by a student must represent the student's original attempts. When outside sources are used, the student should identify the source and state the extent to which the source has been used.

b. **Cheating.** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts

occur in relation to examinations. Any student found cheating in an exam will be immediately asked to leave the exam room and his/her results annulled.

It is the intent of this definition that the term cheating not be limited to examinations situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

- c. **Plagiarism.** An offence of plagiarism is committed when a person uses other people's work and submits as if it were his/her own.

Work which is not undertaken in an Examination room under supervision of an Invigilator but forms part of the assessment for award of a Degree, Diploma, or Certificate must be the candidate's own. It must not contain any plagiarized material. Such work shall include: Dissertations, Essays, Project work, Experiments, Observations, and specimen collection.

- d. **Fabrication of results.** It is an academic offence for a student to claim either to have carried out experiments, observations, interviews or any form of research which he/she has not in fact carried out, or claim to have obtained results which have not in fact been obtained.

## **29.0. Student Disciplinary Procedures**

- a. **Disposition of Fees.** The Disciplinary Committee of NU may place on probation, suspend, or expel a student for one or more of the reasons outlined under Student Responsibility in the student handbook. No fees or tuition paid by or for such student for the semester in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.
- b. **Interim Suspension.** The Disciplinary Committee may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to ensure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim



suspension, the student shall not, without prior written permission of the Disciplinary Committee or designated representative, enter the NUcampus other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

- c. **Conduct by Applicants for Admission.** Admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he or she enrolled as a student, would be the basis for disciplinary action. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action as recorded under Student Responsibility and Nondiscrimination Policy in the student handbook.
- d. **Disciplinary Procedures.** Refer to the NU Disciplinary Code of Practice.

***Note:***

The Disciplinary Committee may from time to time revise the code of student disciplinary procedures. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline and for qualified admission or denial of admission under Standards of Student Conduct.

### **30.0. Academic Policies**

#### **Class Attendance Policy**

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the instructor on the course syllabus. Students who are absent repeatedly from class sessions, learning team sessions, or practicals for more than twenty percent (20) without a valid reason will automatically be deregistered from the course. If the student is absent due to sickness, a sick report from a government registered medical institution must be presented to the University in order for the student to continue with the course. In this case, the student will be evaluated by the instructor responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course.

Instructors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

Instructors will announce reasonably well in advance tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed.

A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

In cases of prolonged absence the student or a family member should communicate with the Vice President of Academics as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to classes should be made with the Registrar's Office as soon as the student's health and other circumstances permit.

#### Incomplete and Late Assignments

Students are expected to perform professionally in preparing work required for each class. All papers must be submitted by their due date; late papers will be treated according to the following late submission policy:

##### **Late submission policy:**

The following penalties shall apply to late submissions:

- i. The first 24 hours (day 1) that an assignment is late, 5 % shall be deducted
- ii. The next 24 hours (day 2) that an assignment is late, an additional 5% shall be deducted
- iii. The third 24 hours (day 3) that an assignment is late, a further 5% shall be deducted
- iv. 0% shall be awarded where assignments are late for more than 3 days

##### ***Note:***

All assignments must be submitted within the study period or semester. Failure to submit an assignment shall attract an F (Fail) Grade. In this case, the student will be required to re-take the course at full cost. All assignments must be completed according to the NU Course Standards.

Students not completing all assignments due to unavoidable circumstances will receive an “I” (Incomplete) grade and will have one week from the due date to turn in all assignments. Official documentation (such as sick notes) as to why students did not hand in the assignments will be required. If the omitted assignment is not received at the end of one week, the “I” grade will automatically change to reflect a failing grade (“F” grade) for the course. This is because there is no other way for the student to fulfill all the course requirements for that particular course.

***Note:***

Unavoidable circumstances are circumstances related to:

- i. the death of a nuclear member of the student’s family a day before the assignment falls due, and
- ii. the student being hospitalized a day before the assignment is due up to three days after the due date (as this results in a failing grade for the assignment)

**Assessment Appeal**

- a. This appeal process is only available for students who have failed an assessment or who believe that they have not been fairly assessed.
- b. An applicant who has received a failing score on a written assessment shall be eligible to appeal to the Academic Department for a review of the assessment results. The department shall only consider appeals regarding significant procedural errors or adverse environmental conditions during the assessment administration.

- c. The appeal shall be filed with the department within fifteen (15) days after the date of publication of assessment results. The appeal shall be made in writing, by filling in the Assessment Appeal Form and shall state the reason for appeal.
- d. The review of the appeal shall be conducted by one or more department staff, or the department's designee, to determine if there is clear and convincing evidence to sustain the applicant's appeal. The director or director's designee shall make the final determination on the appeal.
- e. Within thirty days after the department has made a determination on the appeal, the applicant shall be notified in writing of the results.
- f. In acting on appeals, the department may take such action as it deems appropriate.

**Assessment Appeal Process:**

Students who submitted an appeal within 15 days of publication of assessment results have the right to view a copy of their failed examination, answer sheet, a copy of the Course Grading Sheet which indicates the mark received on each question, and a copy of the answer guide used by the markers. An assessment may only be appealed once.

Appeals must be submitted in writing to the Library within 15 days of the exam results release date for the examination in question. The Vice President of Academics is authorized to permit an extension to this deadline in documented situations involving extenuating personal circumstances. Waiting for results in other examinations and ignorance of the 15-day time line are not acceptable reasons for failure to meet this deadline and do not constitute extenuating personal circumstances.

Appeals will be received and reviewed through written submissions only recorded on the Application for Re-grading of an Examination Form. All written appeals will be reviewed in an anonymous manner, and the only identifier for appeal materials forwarded to the appeal panel will be the Student ID.

Applicable fees for appealing an assessment must be paid at the time of submission of the appeal.

**Grounds for an Appeal:**

The appeal must be based upon an error made in the marking of one or more specific questions within an assessment, i.e., noncompliance with the marking guide by the marker. Students who bring to the appeal panel an answer not present on the marking guide, claim, on stated grounds, that the mark awarded was incorrect.

The following do not constitute grounds for appeal:

- a. A claim that the examination does not adequately assess the student's knowledge of the areas assessed in the exam.
- b. An appeal that does not outline specific grounds and which is in essence a request for another grade.
- c. Appeals for compassionate reasons will not be reviewed. Under no circumstances may any other supporting documentation not directly related to the examination question(s) be submitted with an appeal.

**Appeal Panel:**

Appeals will be reviewed by a two-person appeal panel consisting of, where practical, the Department or Section Head (or designate) from the course in question and a full time faculty member who is a professional in the study area of the course.

**Requirements for the Appeal Submission:**

For all appeal submissions, only the student name should appear on a separate cover sheet. The student number should be used as an identifier on all other pages submitted.

A student may submit up to one page (one sided) of text for each of the questions, or parts of the questions, that are being challenged. Appeal panelists will deal with page one only and ignore all information contained on additional sheets submitted in respect of any individual appeal item. The text is to be typewritten with a 12 point font size and with margins of at least one inch on each

side of the page. Students must also submit a copy of the relevant portion(s) of their assessment with the items highlighted on all copies. Students must succinctly identify the specific portions of their response that they feel should have received additional value. (There is no need to copy or submit portions of the assessment that are not in question.) Students may also submit other relevant documentation in relation to the appeal items such as excerpts from the reference materials, but they must provide four (4) copies.

Each appeal is to be submitted to the Office of the Registrar with an original and three (3) copies, highlighted as appropriate on all copies.

**Appeal Resolution:**

The appeal process is not the same as a re-grade of the entire examination paper; only those items in question will be reviewed. For each of these items, the appeal may be allowed and additional marks may be awarded (the marks may, or may not, match those requested), or the appeal may be denied, in which case the mark remains as it was or be lowered as determined by the mark assigned to the appeal item by the appeal panel. As a result, the total score on the examination may be lowered as a result of the appeal. However, only examination scores that increase the total score will result in a change of the student's record.

A confirmation of results will be made available within 30 days of the filing of the appeal. This decision is final. If a student needs to make an examination appeal, they should collect a document titled "Assessment Appeal" from the Library.

# 31.0.Appendix

## 2017 Academic Calendar (Students)

Event	Date	Day
Public Holiday - New Year's Day	1-Jan-17	Sunday
S1 Seminar Week	6-10 Feb,17	Mon - Fri
Semester 1 Classes Commence	13-Feb-17	Monday
Public Holiday - Women's Day	8-Mar-17	Wednesday
Public Holiday - Youth Day	13-Mar-17	Monday
S1 VLS Quiz/Test Week	20 - 24 Mar, 17	Mon - Fri
S1 Second Half Course Payment Due	30-Mar-17	Thursday
S1 Mid-Semester Exam Week	3 - 7 Apr, 17	Mon - Fri
Public Holiday – Good Friday	14-Apr-17	Friday
Public Holiday - Holy Saturday	15-Apr-17	Saturday
Public Holiday – Easter Monday	17-Apr-17	Monday
Public Holiday – Labor day	1-May-17	Monday
S2 2017 Registration Week	1- 5 May, 17	Mon - Fri
S2 2017 Late Registration Period	8 May - 25 Aug, 17	Mon - Fri
S1 Course Evaluation Week	1 - 5 May, 17	Mon - Fri
S1 Study Break	22 - 26 May, 17	Mon - Fri
Public Holiday – African Freedom Day	25-May-17	Thursday
S1 Final Exam Week	29 May - 2 Jun, 17	Mon - Fri
Semester 1 Ends	2-Jun-17	Friday
Winter School Study Period		
Class Block 1 - Classes	5 - 16 Jun, 17	Mon - Fri
WS Break	19 - 23 Jun, 17	Mon - Fri
Impact Ndola 2017	10 - 14 Jul, 17	Mon - Fri
Class Block 2 - Classes	17 - 28 Jul, 17	Mon - Fri
Public Holidays - Hero's Day	3-Jul-17	Monday
Public Holidays - Unity Day	4-Jul-17	Thursday
Public Holiday – Farmers Day	7-Aug-17	Monday
S2 Orientation Week	31 Jul - 3 Aug,17	Mon - Fri
S2 Seminar Week	7 - 11 Aug, 17	Mon - Fri
Semester 2 Classes Commence	14-Aug-17	Monday
S2 VLS Quiz/Test Week	18 - 22 Sept, 17	Mon - Fri
S2 Second Half Course Payment Due	27-Sep-17	Thursday

S2 Mid-Semester Exam week	2 - 6 Oct, 17	Mon - Fri
Public Holiday - National Prayer Day	18-Oct-17	Wednesday
Public Holiday - Independence day	24-Oct-17	Tuesday
S1 2018 Registration Week	29 Oct - 6 Nov, 17	Mon - Fri
S1 2018 Late Registration Period	31 Oct 16 - 23 Feb 18	Mon - Fri
S2 Course Evaluation Week	29 Oct - 6 Nov, 17	Mon - Sun
S2 Study Break	20 - 24 Nov, 17	Mon - Fri
S2 Final Exam Week	27 Nov - 1 Dec, 17	Mon - Fri
Semester 2 Ends	1-Dec-17	Friday
Public Holiday - Christmas DAY	25-Dec-17	Monday