

"The Lord
will Restore
our Health and
Heal our Wounds"

- Jeremiah 30:17 -

2022 - 2023

ACADEMIC PROGRAMMES AND CALENDAR

Ever to Love and Serve



**ARRUPE JESUIT
UNIVERSITY**

ARRUPE JESUIT UNIVERSITY

GENERAL ACADEMIC REGULATIONS

RESTORATION.

"The Lord will Restore Our Health and Heal Our Wounds"

Jeremiah 30:17

P.O. Box MP 320;
16 Link Road, Mount Pleasant, Harare;
Zimbabwe
Telephone: (263 242) 745411, 745903 Fax: 745411

Enquiries: info@aju.ac.zw

Vice-Chancellor: vc@aju.ac.zw

Pro Vice-Chancellor - Academics: pvcacademics@aju.ac.zw

Pro Vice-Chancellor-Administration/Finance/Development: pvcadmin@aju.ac.zw

Financial Officer / Bursar: bursar@aju.ac.zw

University Registrar: registrar@aju.ac.zw

Website: www.aju.ac.zw

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OUR MISSION

To be an African Jesuit Centre of academic excellence, making a quality contribution to integral human formation through the development of women and men of intellectual competence, compassion, conscience and commitment in the service of justice and love based on research and innovation.

OUR VISION

To be a world class African Jesuit University offering integral human development.

OUR CORE VALUES

Excellence

Accountability

Service

Innovation.

UNIVERSITY MOTTO:

Ever to Love and to Serve

HISTORY AND AIMS

- 1.0. Arrupe Jesuit University (AJU) is an autonomous international academic institution, owned by the Southern African Province (SAP) of the Society of Jesus on the behalf of the Jesuit Conference of Africa and Madagascar (JCAM). The Society of Jesus is a religious order of priests and brothers within the Roman Catholic Church. The Jesuit University is named after Father Pedro Arrupe SJ, who was Superior General of the Jesuits from 1965 to 1983.
- 1.1. Arrupe Jesuit University grows out of Arrupe College which was founded in 1994 with the initial aim of providing part of the training needed by young Jesuits on their way to effective Christian ministry, either as priests or as brothers. Today it has become an excellent centre for learning, educating responsible men and women through the Ignatian and Jesuit pedagogy. It is also the preferred school for philosophical and humanistic formation for a number of other religious congregations operating within Zimbabwe and in neighbouring countries. Since 1996, the College has enjoyed the status of “association” with the University of Zimbabwe, and “affiliation” with the Pontifical Gregorian University in Rome. The Zimbabwe Council for Higher Education (ZIMCHE) granted Arrupe College a provisional charter as a university on December 7, 2017, as Arrupe Jesuit University. The JCAM President, and Chancellor of the University, Fr. Dr. A.E. Orobator, SJ, inaugurated AJU on February 24, 2018. ZIMCHE granted AJU the full accreditation on December 3, 2018, on the Feast Day of St. Francis Xavier, SJ. And on 30 May, 2019, Arrupe graduated its first Master of Arts in philosophy students. And on July 3, 2020, the AJU Charter was gazetted after it was signed and sealed by the President of Zimbabwe, and Commander in Chief of the Defence Forces of Zimbabwe, His Excellency Honourable Emmerson Dambudzo Mnangagwa.

AUTHORITIES, ACADEMIC STAFF, ASSISTANTS

2.0 BOARD OF TRUSTEES

President: Rev. Fr. Dr. Agbonkhianmeghe E. Orobator SJ

Fr. Leonard Chiti SJ (SAP)

Fr. Dr. Kizito Kiyimba SJ (AOR)

Fr Fabien Gasigwa, SJ (RWB)

Fr. Chuks Afiawari, SJ (ANW)

2.1 UNIVERSITY COUNCIL

Chairperson: Rev. Fr. Leonard Chiti, SJ

Council Vice-Chairperson: Mrs Rudo Magundani.

Members

Fr Isaac Fernandes SJ.

Mr Walter Mupanguri.

Mr Maxen Karombo.

Mrs Elizabeth Motsi.

Prof Charles Nherera.

Fr Joe Arimoso SJ.

Prof Lloyd Sachikonye.

Prof Lawrence Daka SJ.

Mrs Virginia Mudimu.

Fr Fradereck Chiromba.

Fr Gibson Munyoro SJ.

Eng Dr Sanzan Diarra.

Mr Brian Crozier.

Mrs Joy Kimemiah.

Mrs Rudo Magundani.

Prof Ranga Zinyemba.

2.2 ADMINISTRATION

Fr. Munyoro, Gibson Francis SJ (Rector)

Dr. Afulo, Joseph SJ (Vice-Chancellor)

Dr. Ekwueme, Evaristus SJ (Pro Vice-Chancellor – Academics Affairs)

Dr. Muhigirwa, Bernard SJ (Pro Vice-Chancellor – Finance and Administration)

Dr. Stephen Nzyoki, SJ (University Registrar)

Fr. Oderick Mweemba, SJ (Administrator)

Fr. Isango, Tryphon SJ (Chief Finance Officer / Bursar)

Dr. Buckland, Stephen, SJ (Dean of School of Philosophy & Humanities)

Dr. Kaulem, David, (Dean of School of Education & Leadership)
Dr. Ruwa, Nelson, (Deputy Dean of School of Engineering and ICT)
Mr. Victor Mureithi, SJ (Dean of Student Life)
Dr. Isaac Mutelo, OP (Director of Research and Innovation and Publication; Director of Quality Assurance)
Mr. Mpumelelo Moyo (Admissions Officer)
Mr. Bhebhe Lenon, (ICT Administrator)
Mr. Zangairai, Francis (Examination Officer)
Mrs Patricia Munemo (Librarian)
Fr. Roland von Nidda, SJ (Chaplain)

2.2.1 Programme Directors

Prof Makuru, Simon, SJ (Director of the MA/Mphi/PhD Philosophy Programme)
Dr. Buckland, Stephen SJ (Director of Master's Philosophy Programme) -
Fr. Matsepane Morare (Director of Centre for African Studies)
Fr. von Nidda, Roland SJ (Director of Service Programme)
Prof. Chennells, Anthony (Director of Humanities)
Fr. Isango, Tryphon SJ (Director of Development)
Dr. E. Ekwueme (Interim Director of Centre for Ethics in Society)
Dr. Sr. Mandeya, Annah (Director of Child Protection Programme)
Dr. Chavhunduka, Paul (Director -Bcom (hons) Accounting and Management)
Prof. Ncube, Alfred (Director -BEd (hons) Inclusive Education)
Mr. Mureithi, Victor SJ (Director of Pontifical Gregorian Programme - PUG)
Mr. Bekone, Paul SJ (Director of Short Courses)
Fr. Oguagua, Thomas SJ (Student Counsellor)

2.3 ACADEMIC STAFF

2.3.1 FULL-TIME ACADEMIC STAFF

Dr. Buckland, Stephen SJ, BA (Rhodes Univ.), BA (Heythrop College), M.Th. (Heythrop College), PhD. (Cambridge)
Prof. Chennells, Anthony, BA Hons (Univ. of Natal), DPhil (Univ. of Zimbabwe)
Prof Makuru, Simon, SJ, BA hons (UZ); BTh (Hekima); STL (Weston Cambridge, MA); MA (Boston College); PhD (Boston College)
Dr. Ekwueme, Evaristus SJ, BA (Univ. Of Zimbabwe), BTh (CUEA Nairobi), MA (Boston College), MSCIS (Boston University), PhD. (Boston College)
Dr. Kaulem, David, BA General, BA Honours (University of Zimbabwe), MA (University of Zimbabwe), MA (University of Oxford, United Kingdom), Certificate in Training Management, Personnel Management of Zimbabwe, PhD (University of Zimbabwe)
Dr. Muhigirwa, Bernard, SJ, BA (Canisius College, Congo DRC), BTh (Hekima College, Kenya), MA, PhD (University of San Francisco, USA)

- Dr. Nyachowe, Monica, OP, Dip in Edu., (Bondolfi Teachers College, Zimbabwe), BEdu, BEdu (Hons) (University of South Africa), MEdu (Newcastle University Upon Tyne, UK), PhD (University of KwaZulu Natal, South Africa)
- Prof. Heinrich Watzka SJ, BTh (Sankt Georgen Graduate School of Philosophy and Theology, Frankfurt, Germany), MA (Munich School of Philosophy), PhD (Humboldt University, Berlin), Dr. phil. habil. (Innsbruck University Austria).
- Dr. Nzyoki, Stephen, SJ, BA, (Arrupe College/University of Zimbabwe), BTh (Hekima College, Kenya), MA, PhD (University of San Francisco, USA)
- Dr. Mutelo, Isaac, OP, PhD, MA, BA (Hons) (University of KwaZulu Natal, South Africa), BA, BTh (St. Joseph's Theological Institute, Cedara), PGD in Education (Catholic University of Zimbabwe), Certificate in Education (Chongwe College of Education, Lusaka)
- Dr. de Souza, Arun. BSc (University of Bombay); BTh + MTh (JnanaDeepa, Pune), MA (University of Delhi), PhD Sociology (University of Delhi).
- Dr. Karuvelil, George, SJ, B.A. Honors (Ranchi University, India), M.A. (University of Poona, India), M.Phil (University of Delhi, India), Ph.D. (University of Delhi, India), B.Ph. (Jnana-Deepa Vidyapeeth, Pune, India), B.Th. (Vidyajyoti College of Theology, Delhi), Lonergan Fellow (Boston College, US), Visiting Fellow, Woodstock Theological Centre, Georgetown University (US).
- Dr. Enslin, John SJ, BA (University of Johannesburg / Rand Afrikaans University), BD (University of Pretoria), Special Student in Theology - Lic. Theol. (Dutch Reformed Theology Faculty, Univ. of Stellenbosch), MA Philosophy (University of Stellenbosch), PhL. (St. Michael's Institute - Gonzaga University), MA Theology (Heythrop College - University of London), PhD (Boston College)
- Mr Mpumelelo Moyo, BA (Gregorian University), BTh (CUEA Nairobi), MEd (Boston College), MTh (WJST)
- Fr. Laurien Nyiribakwe, S.J, MA (University of San Francisco), STL (Boston College), BTh (Hekima University College), BA (Jesuit Faculties of Paris Centre Sevres), Diploma (University of Rwanda).
- Fr. von Nidda, Roland SJ, STL (Heythrop College, Univ. of London), B. Div (Univ. of London)
- Fr. Rwandekwe Abdon, SJ, MEd, STL (Boston College, USA), BTh (Hekima University College, CUEA, Kenya), BA (Universite Catholique d'Afrique Centrale, Cameroon)
- Fr. Mweemba Oderick, SJ, M.ED (Boston College), B.A (Arrupe College/ University of Zimbabwe), B.A. (Hekima College/ Catholic University of Easter Africa), Certificate in Education (Charles Lwanga Teachers Training College).

Fr. Oguagua Thomas Ejoor S.J, B.A (Arrupe College/University of Zimbabwe),
 B.A (Hekima College / Catholic University of Eastern Africa), M.A (Loyola
 University Chicago).

Sr. Getrude Chatira SJI, Dip. Edu (Bondolfi Teachers College, Zimbabwe), Dip. in
 Theology of Formation, (Catholic University of Zimbabwe, Zimbabwe), Dip
 in Quality Rights E-Training, (WHO). BA in Counselling Psychology (Hons)
 (Uganda Martyrs University, Uganda), MA in Counselling Psychology,
 (Great Zimbabwe University, Zimbabwe).

Mrs. Chigodo, Tsitsi, Eva, BBMIT (Catholic University of Zimbabwe), MSc
 (Midland State University, Zimbabwe)

Mr. Zangairai, Francis, MA, BA (Hons) (Univ. of Zimbabwe)

Mr. Gwanzura, Tafadzwa, Abel, BSCAC (Chinhoyi University of Technology),
 MACC (University of Zimbabwe), PGDE (Lupane State University), CPAZ
 (Institute of Certified Public Accountants Zimbabwe).

Mr. Bhebhe Lenon, Bsc Honours in Computer Science(University of
 Zimbabwe),Msc in Computer Science(University of Zimbabwe).

Mr. Mureithi Victor SJ, BSc (Jomo Kenyatta University of Agriculture and
 Technology), MA (Arrupe Jesuit University)

Mr. Bekone Paul SJ, BSc (Kwame Nkrumah University of Science and Technology,
 Kumasi), MA (Arrupe Jesuit University, Zimbabwe), Certificate in Cisco
 Certified Network Associate (University of Ghana)

2.3.2 EMERITUS PROFESSORS

Prof. Emeritus. Stacer, John SJ, BA (Spring Hill), MA (Spring Hill), STL (St Albert
 de Louvain), PhD (Tulane)

Prof. Murphy, Edward SJ, BSc, STL, PCE, Head Librarian, Ombudsman.

2.3.3 REGULAR PART-TIME LECTURERS

Prof. Daka, L.
 Dr. Chidavaenzi, I.
 Dr. Nyambara, P.
 Mr. Karani, D.
 Sr. Mandeya, A.
 Fr.Makamure, K.
 Fr. Mahlahla, J.
 Mrs Mpofu, P
 Ms Jowa, V
 Mr Mambodza, W
 Mr. Rupere, T
 Fr. I. Egbor
 Eng. P. Kadebu
 Dr. K. Zvarevashe

2.4 LIBRARY

Mrs Munemo, P. (Librarian)
Mr Kutsawa, E. (Senior Library Assistant)
Ms Andrea, P. (Library Assistant)
Mr Matuta, F. (Library Assistant)

2.5 ADMINISTRATIVE ASSISTANTS

Mr Kamau James, SJ (Assistant Administrator)
Sr. Getrude Chatira SJI (Assistant Student Counsellor)
Ms Musimurimwa, Sandra (Receptionist)

2.6 ARRUPÉ PUBLICATIONS

2.6.1 JOURNALS

Mr. Michael Ikpodon SJ (Editor-in-Chief, *Chiedza* - Lighting Africa)
Dr. E. Ekwueme SJ (Editor in Chief, *Maat na Hatata* - "The Light of Reason")

2.6.2 NEWSLETTER

Mr. Benjamin Arthur, SJ (Editor-in-Chief, Arrupe Insider)

2.7 STUDENT ASSOCIATION COUNCIL

Mr. Tlali Moolisa Stephen SJ (The President)
Mr. Okumu Gregory Ochieng SJ (The Vice-President)
Mr. Hamalengwa Ecklay SJ (The Secretary)
Mr. Okoth Evans, SJ (The Treasurer)
Miss Mhiribidi Tariro (The Chairperson -Welfare and Charity Committee)
Mr. Kanenje Stanslaus SJ (The Chairperson - Cultural and Liturgical Committee)
Mr. Mangape Edward SJ (The Chairperson -Sports, Entertainment, And Recreation Committee)

GENERAL ACADEMIC REGULATIONS

3.0 These regulations must be read together with the University Charter, Statutes, Lecturers' Guide and Student Handbook. This General Academic Regulations shall guide each school, department, centre or institute.

3.1 Non-Discrimination Policy

In the tradition of Jesuits, and Catholic heritage, AJU is dedicated to research, innovation and intellectual excellence in all its forms. It embraces and recognises the diversity of the human family and their unique contributions especially in its staff and students. It therefore supports and advances the right of each individual to exist and to pursue their intellectual goals and ideals in mutual respect and gratitude. AJU, conscientious of its African heritage, dedicates itself to fostering and maintaining a humane environment for all peoples irrespective of race, colour, continental or national origin, sex, religion, culture, disability, age, marital or parental status, sexual orientation, military status, generic information or medical family history, social media status or other recognisable status morally binding.

AJU unequivocally rejects, condemns and will not in practice or in theory support any forms of harassment, wrongful discrimination and disrespect. The University will comply with Zimbabwean laws and international laws prohibiting discrimination in its business dealings, employment and educational programmes. And thus, every student and employee ought to be familiar and wholeheartedly accept the induction pledge.

Arrupe Jesuit University Induction Pledge

- **I PLEDGE:**
- That I may commit myself to respect and conduct my affairs with integrity in my pursuit of rigorous holistic life at Arrupe Jesuit University.
- That I may be honest in all my activities in and out of the campus;
- That I may conduct myself wisely, respectfully, without discrimination, towards all members of Arrupe Jesuit University community at all times as we live and work honourably together.

So, help me God, Amen.

AJU has designated an office for Institutional Diversity to ensure its compliance with these regulations and with the Zimbabwean Constitution: Chapter 2, Part 2 Fundamental Human Rights and Freedoms, Section 56 Equality and Non-discrimination, Subsection 3. "Every person has the right not to be treated in an unfairly discriminatory manner on such grounds as their nationality, race, colour, tribe, place of birth, ethnic or social origin, language, class, religious belief, political affiliation, opinion, custom, culture, sex, gender, marital status, age, pregnancy, disability or economic or social status or whether they were born in or out of wedlock." Thus, any employee or student whosoever feels such discrimination

should notify the director for Institutional Diversity. (Consult the University directory for contact details).

3.2 Admissions

Inquiries about admission are to be made to the Office of University Admissions, from whom application forms may be obtained. These should be returned duly completed and signed, accompanied by certified copies of birth certificate, school leaving transcripts, certificates, degrees, statement of purpose, a typed writing sample, and recommendation letters before the advertised closing date. Prospective students may also fill out the same applications online at the University website. Late applications may be considered upon payment of the prescribed late application fee. Application results will be communicated to all candidates through email.

3.3 Registration, Terms and Conditions of Enrolment

Registration will take place at least two weeks before the beginning of each semester as published in the University Academic Calendar. A student's registration shall not be confirmed until he or she has fulfilled the requirements for the payment of fees as prescribed by this regulation. In order to retain one's admission, students must pay at least 50% of their fees before the beginning of each semester. A student may be withdrawn from his/her program for non-payment of fees. All students must read and sign the Terms and Conditions of Enrolment before the commencement of all classes.

3.3.1 The University shall have two intakes, August and January/March of each year.

3.3.2 Withdrawal and Leave of Absence

The University respects a student's right to take leave of absence or to withdraw from a programme or from the University. Therefore, leave of absence could be voluntary, personal, medical and involuntary. Any student who intends to take voluntary, personal or medical leave should contact the Office of the Dean for Student Life at least four weeks in advance. They are also to contact the same office at least six weeks in advance before the beginning of the semester in which they intend to re-enroll. Leave is not granted for more than two semesters at a time. Appropriate documentation will be required in any case. It is considered involuntary leave of absence when a student's absence is beyond their control. However, such situation should also be communicated through the respective deans of the schools. A student may withdraw from a course or from the university after registration. However, the proceedings established by the University must be followed in this instance. See the Student Handbook for details for course withdrawal or university withdrawal.

3.4 Course Attendance

A student registered for any programme of studies is expected to attend all classes prescribed for that programme (irrespective of mode of delivery), including tutorials, seminars, and any practical sessions that may be required. For absences on grounds other than of health, prior permission of the Dean of the School shall be necessary. If

a student is unable to attend classes for health reasons, he or she must notify the appropriate authority as soon as possible, and for absences longer than 3 teaching days must submit in support thereof certification by a registered medical practitioner. Lecturers are authorized to take attendance and present evidence of absences to the Dean of the School before deducting the prescribed 10-15% of overall mark for participation.

3.5 Absenteeism

Any student who is absent from classes for nine cumulative hours in one or more courses per semester, without prior permission, may be suspended for one or two weeks as long as the evidence of such truancy can be presented to the Dean of the school.

3.6 Plagiarism

To plagiarise is to present the words or ideas of another as if they were one's own. This includes presenting the works of a course, class or school mate as your own. Thus, plagiarism is an academic offence in the sense that theft is in ordinary daily life; it lessens the quality of a student's work, diminishes rather than develops a student's capabilities. Appropriate use of other people's words or ideas requires one explicitly to acknowledge one's sources by an in-text parenthetical reference following a quotation or paraphrase or by explicit mention of the source in one's introduction to the quotation or paraphrase. Every direct quotation of four lines or less should be placed within quotation marks; every longer quotation should be indented. Students should ask a faculty member if in doubt about how to acknowledge a particular quotation or idea.

Arrupe Jesuit University at present uses Turnitin and or Ephorus software to detect possible plagiarism in every BA Honours, MA and PhD dissertation. Supervisors, lecturers and programme directors are not limited to Turnitin or Ephorus. They ought to use other means like Google or hard copies to check for possible plagiarism. Thus, all dissertations must be submitted in soft copy as well as hard copy in order to be checked for plagiarism, and every department must forward to the University a plagiarism level report regarding every dissertation along with a marker's evaluation of what is reported as possible plagiarism. No dissertation will be judged to contain significant actual plagiarism without the carefully discerned consensus of the supervisor, the second marker, and the Dean of the school or another whom the Dean appoints. When appropriate and necessary these three will be in conversation with the appropriate officers. The student has the right of appeal to Arrupe's Ombudsman, who may call for a meeting of Arrupe's Disciplinary Committee.

- 3.6.1** If a dissertation is judged to contain significant actual plagiarism, the candidate may not re-submit a dissertation on the same topic but must write a new dissertation on a different topic to be submitted before the end of the following semester, that is, before the end of June or December. The new dissertation will be awarded a maximum mark of 50%.

- 3.6.2** If the new dissertation is judged to contain significant actual plagiarism, the Faculty Board and the Disciplinary Committee, will take disciplinary action either to suspend or expel the student.
- 3.6.3** All students shall be required to submit each course's major essay or essays in soft copy as well as hard copy so that they may be checked by Ephorus, and beginning then director will forward to the University Ephorus reports concerning major essays along with a marker's evaluation of what Ephorus reports as possible plagiarism.
- 3.6.4** If a lecturer detects plagiarism in an ordinary coursework essay, it will be reported to the Dean of the school who will check the record to know whether it is first, second, or third offence.
- 3.6.4.1** In case of a student's first offence, the lecturer and a colleague chosen by the Dean of the school judge whether there is actual and significant plagiarism and then, if appropriate, award a mark of zero for the submitted work and give the student a lecturer's warning that is recorded by the Dean. If the student had plagiarised a course mate in the same assignment, both students will be awarded a mark of zero and will both receive lecturer's warning.
- 3.6.4.2** In case of a second offence, the Dean of the School joins the lecturer and the colleague in judging whether there is actual and significant plagiarism and then, if appropriate, awards a mark of zero for the submitted work and gives the student a Dean's warning and one- or two-weeks' suspension. If the student had plagiarised a course mate in the same assignment a second time, both students will be awarded a mark of zero and will both receive the Dean's warning and one- or two-weeks' suspension.
- 3.6.4.3** In case of a third offence inclusive of a course mate plagiarism, the University's Student Disciplinary Committee judges whether there is actual and significant plagiarism and then, if appropriate, awards a mark of zero for the submitted work, gives the student(s) a Disciplinary Committee's warning, and may recommend to the Senate a disciplinary action either to suspend or expel the -student.
- 3.6.4.4** Also, all cases of academic delinquency shall be judged in the same manner as plagiarism. Every student must personally do all his/her essays, practicals, labs assignments and examinations. Other than the officially stipulated fees by the University, students and staff shall not charge or pay anyone (in person or online) fees neither to proxy, impersonate nor to write his/her essays, assignments, practicals, labs and examinations for him/her. All such cases shall be handled by the appropriate disciplinary committee and shall carry stiff reprimands such as warning, suspension for a semester, and expulsion or termination.
- 3.7** No student and staff shall demand, give or receive sexual gratifications or other such favours in exchange for any academic work, marks, awards or certificates. All such cases shall be handled by the appropriate disciplinary committee and shall carry a stiff reprimand such as warning, suspension for a semester, and expulsion or termination. Any inappropriate handling by members of the

University community should be reported to the Child and Vulnerable Adult Safeguarding and Protection Officer.

3.8 Examinations

To be admitted to any formal examination, a student must be a registered student of the University, must have fulfilled and passed all the course work, and must have fulfilled all the requirements for the payment of fees. Students must familiarise themselves with the University regulations governing the examination process. For examination schedules, refer to the department or school.

- 3.8.1** If a student is unable to take an examination due to ill health, he/she should report immediately to the Dean of the school before the examination. In addition, should a student fall sick during an examination, he/she will notify the invigilator immediately before leaving the examination hall. A medical report from a qualified medical doctor must be presented to the Dean of the School within two weeks of the incident. A 'first attempt' examination shall be considered for such a student.

3.9 Deferments, Suspension, Expulsion and Termination

Without prejudice to 3.3.2, any student can defer his/her studies for a period of one year. Any religious student who is withdrawn from any programme by his/her religious superiors, will be considered withdrawn by the University for a minimum of one year or two years following a review by the University admissions office. Any student can terminate his/her studies with the consent of his/her sponsors where applicable. (See Code of Conduct of Students for details).

3.10 Entry Regulations for undergraduate programmes

The University will admit only candidates who fulfilled its requirement for various programmes. For admission all must have passed English language, Mathematics and a local African language at least at the Ordinary level. For a BA or BSc degree, for a Zimbabwean candidate, five Ordinary Level passes and at least two Advanced Level passes, or four Ordinary Level passes, at least three at the Advanced Level in the relevant subjects of their application. Mature entry is for males 30 years and females 25 years and older and requires at least five passes at the Ordinary level, or relevant accredited certifications and experience in virtue of which the University considers them ready for a degree programme. With respect to all international students, the University will consider for admission students who have met the basic requirement for university admission in the country where they obtained their high school education. For instance, in English Speaking West African countries, a candidate is considered for admission if they obtained at least six credits or better in the West African Examination Council.

3.11 Religious students

The University will also admit religious students, especially in the School of Philosophy & Humanities who have satisfied requirements for admission to a degree programme of universities of their home country, provided they have passed English language and four other subjects at least at Ordinary level. These are considered to be similar to Zimbabwean students accorded mature entry, because prior to receiving

a university degree these 'religious' students have three or four years of education beyond that of a Zimbabwean who begins studying at the university with Ordinary levels: one more year of primary and secondary education, one- or two-years' study of spirituality at a religious novitiate, and four years of university rather than three. For non-religious foreign students, the regular admission requirements apply.

3.12 Exemptions

Each school, institute or department will grant two types of exemption, both based on a student's past study and experience for which evidence is given in the application. The Admissions Committee effects exemption from two years or one year of study. The Dean of the school effects exemption from a particular course. See departmental regulations for further details of exemptions.

3.13 Arrupe Competency and Aptitude Test (ACAT)

Each student admitted to undergraduate or postgraduate degree programme would sit for an aptitude test administered by the University. This is to better prepare the students for studies. The test will cover the following areas:

- (a) English Language: essay writing, reading and listening comprehensions, and verbal reasoning.
- (b) Quantitative reasoning: statistics, geometry, trigonometry and numerical reasoning.
- (c) Critical and Analytic Reasoning: this section will not focus on any particular content or authors but general questions on natural analytic and critical reasoning abilities of students.
- (c) Ethical and judgmental reasoning: Also, this will not focus on any particular ethical theories or theological teachings, but simply on the students' ability to reason out ethical questions and dilemmas. The passing grade for the overall test is 60% for undergraduates and 70% for - degrees. Any student who does not meet the requirement may be dropped from the programme or be required to take preliminary courses before being admitted to the intended programme.

3.14 Programme Components

In maintaining its rich heritage in the liberal arts, AJU will require its undergraduate students to take the following four core curriculum courses: African history, mathematics, Information and Communication Technology and ethics or psychology. Deans and programme directors will determine the courses offered that fulfil these requirements. All programmes will have work placement, field trips, cultural or language immersion and service programmes. All programmes will have intra-African exchange and international exchange components where possible. All laboratory experiments, library, workshops and symposium are required components of all programmes.

3.15 Student Workload and Total Study Time

A programme consists of ordinary courses, elective courses, and seminars. Credit is given for each course Notional Study Hours (NSH) as determined by ZIMCHE and ZIMCATS. The following is a summary of Student Workload and Total Study Time

- Contact Time (CT): Lecturers contact with students in lectures, seminars, tutorials, practical, workshops, field trips, webinar or online tutorials
- Independent Study Time (IST): Time it takes an average student to study on his own with his peers.
- Assessment Time (AT): Time taken in preparing for and writing assignments, examinations, quizzes and tests.
- Total Study Time = CT+IST+AT = E / 10
- Example - CT (50) + IST (90) + AT (10) = 150 Hours/10 = 15 Number of Credits.
- Assumptions: Average student spends 8 hours per day, 40 hours per week, and 1,200 hours per year.
- 10 Notional hours = One Credit

On the average the total number of credits for a 150 NSH is 15 Credits. Such a course will meet at least three hours a week or more. The total number of credits for a four-year programme is (120 - 180 per year) and (540 - 700 per undergraduate degree).

3.16 All programmes of study are guided by these regulations 6.0, 6.1 and the specific details are determined by the schools' and departments' regulations.

3.17 Each student, in consultation with the Chairperson of the department, chooses an academic advisor from his/her department. Each school's regulations shall determine the advisory or tutorial methods according to its discipline.

- (i) to appreciate better the content of their courses,
- (ii) to integrate various courses with one another and with their overall lives,
- (iii) to develop habits of organisation of time, study and communication that can be used throughout later studies and later life, and
- (iv) to recognise their strengths and interests in the context of societal needs.

3.18 After the first two class weeks of the semester, no student may add or drop any registered course. Late registration fee will be charged for each change. See fee structures for details.

3.19 Marking and Examinations

In its undergraduate degree programme, the University uses the following:

75 +	=	First Division
65 - 74	=	Upper Second Division
60 - 64	=	Lower Second Division
50 - 59	=	Third Division
Below 50	=	Fail
Ungraded	=	Incomplete (Missing a final paper or examination).

The University interprets these categories as follows:

First Division

This category indicates that the candidate has excelled in his or her understanding of the material and in development of language skills. Further, by diligence and

competence he or she has shown an exceptional capacity for study and gives promise of an ability for research.

Upper Second Division

This category indicates that the candidate, while not in the first rank of students, has nevertheless shown a capacity for study and a comprehensive grasp of the material and skills clearly above the average students in the programme.

Lower Second Division

This category indicates that the candidate has a competent knowledge of the basic material in the course and is able to handle the ordinary difficulties that can be posed. In addition, he or she has achieved a good competence in the requisite skills.

Third Division

This category indicates that the candidate has attained an adequate knowledge of the basic material in the course and is familiar with the main issues involved in the various subjects. Further, the candidate has acquired a basic competence in the required skills.

3.20 Normally, evaluation of a student is based upon (i) assessment of work during the course, i.e., written or oral assignments, essays, midterm tests, and projects; and (ii) a final examination. Course work assessment is worth 50% of the mark for the course, the formal examination worth 50%. The Senate must approve exceptions to this weighting.

3.21 In accordance with the purpose of each course, each lecturer will determine the relative weighting of the course's various items for continuing assessment, items that together are worth 50% of the mark for the course. Each school or departmental chair must approve each course outline before the semester begins. The course outline will state the approved weighting, summary of student workload and the notional study hours. Every lecturer will maintain a written record of each student's performance and return their assignments to them on time.

3.22 Guided by an external examiner for each school or department when appropriate, the full-time academic staff acts as a Board of Examiners which recommends to the Special Senate the marks students can earn and each lecturer tentatively awards for courses each semester.

3.23 Once the appropriate authorities have approved all marks, students receive their report cards or transcripts, containing cumulative averages and GPA.

3.24 Proceeding in Programmes

3.24.1 The Special Senate decides which students have attained the goals of each semester of the academic programme and are prepared to move to the next semester or academic year whether conditionally or unconditionally. The Special Senate decides in accordance with the guidelines that follow.

3.24.2 A student who passes all courses in a semester proceeds unconditionally to the next semester of the programme. Each school or department will determine the details of the courses.

- 3.24.3** In a two-semester course, if the first semester is failed with a mark between 40 and 49, a student may proceed conditionally to the next semester. If either semester is failed with a mark between 40 and 49 that fails by fewer marks than the other semester was passed, a mark of 50 may be given for the failed semester and the mark for the passed semester reduced by the number of marks added to the failed semester. If the first semester is failed with a mark of 39 or below, the student will be required to repeat that semester of the course, and will not proceed to the next semester of the course until the first semester has been passed.
- 3.24.4** If during one semester a student fails only one or two courses with marks between 40 and 49, the student may proceed conditionally to the next semester while preparing to take a supplementary examination or examinations. The student who fails three courses in a semester will ordinarily be asked to withdraw from the programme.
- 3.24.5** A supplementary examination must be passed within 13 months after the conclusion of a course failed with marks between 40 and 49. If time permits, a student is urged to prepare -for and write a supplementary examination during the next free period after being informed of the supplementable failure, but it is more important that an examination be prepared for and taken seriously than that it be taken quickly. If the supplementary examination is passed, the student receives a mark of 50 for the course. If the supplementary examination is failed, the student must repeat the course.
- 3.24.6** If a course is failed with a mark below 40, ordinarily it must be repeated. The student may proceed conditionally in the programme while carrying the failed course. The repeated course will take the place of an elective as soon as possible later in the programme, and the student will graduate with fewer credits. Ordinarily a student may not be required more than twice throughout a programme to repeat a course, and no single course may be repeated more than once. A student who is required for a third time to repeat a course will normally be asked to withdraw from the programme.
- 3.24.7** Normally a student shall not be allowed to proceed to the final semester of a programme unless he or she has completed all the requirements of at least all but the previous semester of that programme. A student who fails a course in the final semester will not receive a degree until a supplementary examination has been passed (for failures with marks between 40 and 49) or the course has been repeated in some form approved by the Special Senate.
- 3.24.8** In the case of a course requiring to be repeated, the board may use its discretion to authorise the substitution of another appropriate course.
- 3.24.9** Guided, when appropriate, by an external examiner, the Special Senate determines which students have attained the prescribed standard of proficiency and are otherwise fit to be granted a degree, and reports its recommendation to the proper authorities of the University who will decide about granting the degree. The classification of the degree depends on the average of all the courses taken.

3.24.10A A student who did not write or complete an examination due to ill health may be required to rewrite the examination for the full mark, if approved by the Special Senate for a 'First Attempt.'

3.25 General Regulations on Post-Graduate Studies

3.25.1 The school and departmental regulations will be drawn from this regulation.

3.25.2 Senate shall be the final authority for the interpretations of these Regulations.

3.25.3 Senate reserves the right to alter, amend, cancel, suspend or replace any of these Regulations.

3.25.4 Senate has the power to exempt any student from any of the regulations.

3.25.5 A student who has started a programme of study following one set of regulations shall not be affected by regulations subsequently adopted unless agreed to in writing by the student.

3.26 Entry Requirements for Post-graduate degrees

In order to be considered for admission into a post-graduate degree programme, an applicant must have a good honours degree (2.1 or better) in the same subject or its comparable equivalent. Exemptions can be made for candidates with a 2.2 only at the discretion of the school dean. On no account should an applicant without an undergraduate degree be admitted into a post-graduate degree programme.

3.27 Arrupe Competency and Aptitude Test (ACAT)

All postgraduate students will be required to sit for the ACAT in accordance to Regulation # 3.13.

3.28 Structure of Programmes

3.28.1 Post-graduate programmes at the Master's level by course work shall consist of two Parts: Part 1 will be the course work component and Part 2 the research component. There will be block release programmes and distance learning (online) programmes as may be applicable to a programme. Block release and Distance learning post-graduate programmes will be regulated by this document and the faculty regulations.

3.28.2 Post-graduate programme at the doctoral level shall consist of two parts, Part 1 will be for course work, and Part 2 for research component. Generally, the doctoral programme will have course work, doctoral comprehensives, and doctoral defence of dissertation and language requirement, teaching seminar and Service Programme. Each faculty will determine in detail the applicability of these components.

3.29 Entry Requirement for Doctoral Studies

3.29.1 All programmes must require a Master's degree in the same subject with a passing grade of Merit or better before an applicant is admitted to the PhD programmes.

3.29.2 All programmes will normally commence either in August or in January/ March.

3.29.3 For full-time students, the dissertation will normally be submitted on or before June 30 or 30 November of the third semester, and part-time students will normally submit on or before 30 June or 30 November of the sixth semester. See further details in faculty, school or departmental regulations.

3.30 Examinations

3.31 Examinations shall be conducted in accordance with the General Academic Regulations #3.8 and #3.9.

3.32 Formal examination of a taught course shall take place at the end of the semester in which it is taught, each course being examined by one three-hour paper or a substantive research project.

3.33 Assessment of Courses

3.33.1 The formal examination of a course shall constitute 60% and continuous assessment 40% of the overall mark.

3.33.2 The research component shall be assessed through a dissertation.

3.34 Processing of Examination Results

3.34.1 Examination results shall be processed in accordance with these General Academic Regulations.

3.34.2 In postgraduate programmes the following marking scheme shall be adopted for all courses and for the programme as a whole:

80% and above:	1	- D = Distinction
70 – 79%:	2.1	- M = Merit
60 – 69%:	2.2	- C = Credit
50 – 59%:	3	- P = Pass
40 – 49%:		F/S = Fail/Supplement
0 – 39%:		F/R = Fail/Repeat

3.35 Determination of Results

3.35.1 A student's results shall be determined in accordance with the General Academic Regulations.

3.35.2 To be eligible to proceed to Part 2, a student must pass all required courses studied.

3.35.3 A student who fails a course may be allowed to repeat that course or an approved substitute, in accordance with the General and Faculty Regulations.

3.35.4 Supplementary examinations may be permitted in accordance with the General Academic Regulations.

3.36 Award of the Degree

The degree shall be classified in accordance with the provisions of the General Academic Regulations.

3.37 Academic Offences and Penalties

Academic offences and penalties as specified in the General Academic Regulations shall equally apply to these Regulations.

3.38 Posthumous and Aegrotat Provisions

The posthumous and aegrotat provisions of the General Academic Regulations shall apply to these Regulations.

3.39 Publication of Results

The results of a student shall be published in accordance with the provisions of the General Academic Regulations.

3.40 Student Appeals against Published Results

Student appeals against Published Results, as specified in the General Academic Regulations for Postgraduate Degree Programmes by Coursework, shall equally apply to these Regulations.

3.41 Academic Transcript

Each graduate having been registered on any programme, shall receive ONE copy of a formal transcript of his/her complete academic record at the successful completion of his/her programme. A fee may be charged for subsequent copies requested through the Office of the University Registrar.

3.42 Award of the Degree Certificate of the University

The award of a degree certificate of the University will be in accordance with this general regulation.

3.43 The Notional Hours and Credits per course shall be guided by General Academic Regulation #3.15.

3.44 The total number of credits for a two-year programme is (270-340 credits). Each school will determine the credit hours according to this regulation.

3.45 MPhil/DPhil – Doctoral programmes Programme Structures.

The doctoral level degrees will be offered in two forms (SADC – Qualification Framework Level 10).

EITHER

a. both coursework and research-based programme

OR

b. a research based programme.

The structure of the programmes shall be determined by the schools and departmental regulations in view of this general regulations.

3.46 Structure of the Programme (Both Coursework and Research based)

There will be four parts to the programme.

- (i) Part One, course work: All PhD candidates will take 10-16 courses covering 270320 credits.
- (ii) (ii) Part Two, Doctoral Comprehensive. It is expected that between one to two years into the programme a candidate will sit for the Doctoral Comprehensive. This will include of four parts: (a) Dissertation Proposal; (b) a systematic Problem; (c) key themes in the discipline (d) key authors in the area of research.
- (iii) Part Three: Research and writing of the dissertation. Having successfully defended the doctoral dissertation proposal the candidate now writes it. Prior to writing a dissertation proposal, a candidate chooses a supervisor who will advise him/her on the procedure and who will advise him on the possible date for the doctoral defense.

- (iv) Part Four: And finally, a public defense of the doctoral dissertation will be conducted by the supervisors, and select members of the department according to the Academic Regulations.

3.47 Structure of the Programme (Research based)

There will be three parts to the research-based programme.

- (i) Part One will consist of formulating a Dissertation Proposal which will describe the area of study that the dissertation intends to address and the issues that it will seek to address and resolve by providing a bibliography of some of the existing literature on the area of study and where the candidate believes it is inadequate in answering questions that the dissertation will identify.
- (ii) Part Two The candidate will defend the Dissertation Proposal before a Higher Degrees Committee which will include members with specialist knowledge of the area of study. If the candidate successfully defends the Dissertation Proposal, he or she chooses a supervisor or supervisors. If the dissertation is being written on the full-time basis, the minimum writing of the dissertation is 3 years and the maximum 5 years. If the dissertation is being written on a part time basis, the minimum writing of the dissertation is 4 years and the maximum is 6 years.
- (iii) Part Three: When the candidate has completed the dissertation to his or her own and the supervisor's satisfaction the supervisor will ask the school to constitute an examining panel that will consist of one internal examiner who is on the academic staff of the university and two external/internal examiners who have expertise in the field that the dissertation is concerned to address. The three examiners will allocate a grade to the dissertation and if these grades indicate that the dissertation has the merit to proceed they will convene an examining panel and the candidate will have to make a public defence of the dissertation.

3.48 Language Requirement

PhD applicants are required to be proficient in English, and any other European, Arabic or Asian language, and an African language as may be demanded by their research. These requirements can be waived if the student provides proof or take an examination as substitute.

3.49 Duration of the Program

For full time candidates, the minimum duration is 3 years and maximum 5 years.

For part time candidates, the minimum duration is 4 years and maximum is 6 Years.

3.50 Core Curriculum and Programme components

All post-graduate programmes will have a core curriculum that will include require courses in ethics, research methodology and teaching seminar where applicable. As a requirement all programmes will have Service Program components and work placement.

3.51 Grade Changes

After grades are approved by the Senate, changes shall not be allowed, unless it is a typo that must be corrected with the approval of the Pro Vice-Chancellor for Academics, the Dean of the School and the University Registrar. Grades submitted by each school are considered final unless a student is granted "incomplete". Such incompletes may be adjusted after the student completes his/her work. Incompletes should only be granted only in serious cases, which are beyond the control of the student.

3.52 Good Standing

A student's final grades determine his/her academic standing. A student will not be considered for graduation if he/she is not in good standing.

3.53 Academic Grievances

Every school or department shall have designated committee for academic grievances. Thus, any student who believes and has evidence to prove that he/she has been treated unfairly in academic matters should consult with the Dean of the school.

3.54 Graduation and Graduation Ceremony

All post-graduate students who have completed their required academic programme should submit a graduation form to the Graduation and Events Committee through their respective deans.

3.55 Undergraduate Fee Structure. Local Rate of \$.

The fees may vary according to schools and departmental unique requirements. See the Accounts Department for latest information.

**SCHOOL OF PHILOSOPHY
AND
HUMANITIES**

B.A. HONOURS IN PHILOSOPHY

4.0 Introduction

4.0.1 This programme focuses first on developing language skills and appreciation of our shared African experience, then on developing and deepening realistic and critical reflection on this experience, and later on forming a personal synthesis. In this way the aim is to enable a student to acquire a capacity for self-education and thus become a responsible educator throughout life. The programme aims to form a person who lives by authentic values, is prepared for genuine dialogue, and is available for the service of others. Such a person will be able to judge a situation reasonably, decide and act responsibly for the good of all, and educate others to do the same.

4.0.2 The academic programme is inspired by the Spirit and fulfils the norms of *Sapientia Christiana*, the decree on the Reform of Ecclesiastical Studies of Philosophy as set by the Congregation for Catholic Education and promulgated by Pope Benedict XVII, 2011 and the General Norms for Jesuit Studies; the Apostolic Constitution, *Veritatis Gaudium*, promulgated by Pope Francis, 2017 and the General Norms for Jesuit Studies.

4.1 Entry Regulations

The School shall propose students for admission to the University who fulfils the requirement for a BA honours degree in philosophy according to the General Academic Regulation. Normal admission for those who completed their high school in Zimbabwe: five ordinary level passes, including English Language and Mathematics; and two Advanced level passes or four Ordinary level passes, at least three at the Advanced level. Mature entry is for males 30 years and females 25 years and older and requires at least five passes at the Ordinary level and experience in virtue of which the University considers them ready for a degree programme.

4.1.1 Exemptions

The School will also admit religious students who have satisfied requirements for admission to a degree programme of universities of their home country, provided they have passed English language and four other subjects at least at Ordinary level. These are considered to be similar to Zimbabwean students accorded mature entry, because prior to receiving a university degree these religious have three or four years of education beyond that of a Zimbabwean who begins studying at the university with Ordinary levels: one more year of primary and secondary education, one or two years' study of spirituality at a religious novitiate, and four years of university rather than three. For non-religious foreign students, the regular admission requirements apply.

4.1.2 The School grants two types of exemption, both based on a student's past study and experience for which evidence is given in the application. The Admissions Committee effects exemption from two years or one year of study. The Dean of the School effects exemption from a particular course.

- 4.1.3 Students who apply for admission into the BA Honours in Philosophy programme after having obtained a degree in a philosophically relevant discipline and having obtained an overall pass of 2.1 (upper second) or better, and students with a three-year Diploma in Philosophy and Theology from the University of Zimbabwe through Arrupe College and having obtained an overall pass of 2.1 (upper second) or better, may be admitted into the third year and will need to achieve a minimum of 270-300 credits to graduate.
- 4.1.4 Students who apply for admission into the BA Honours in Philosophy programme after having obtained some other diploma in philosophy with an overall pass of 2.1 (upper second) or better may be admitted into the second year and will need to achieve a minimum of 300-350 credits to graduate.
- 4.1.5 The Dean may exempt particular students from particular courses for two main reasons. For a student admitted into a shorter programme in accord with 5.3.1, in order to avoid needless repetition and to maximise a student's learning, the Dean may require or allow substitution of some elective or some course from a different year for a course taken by most other students of the year.
- 4.1.6 The Dean may exempt students from French-speaking areas from Elementary and Intermediate French (APH 101 and APH 102), taking care that every four-year student earns at least 600 credits during the years at Arrupe. The Dean may also exempt students from Portuguese-speaking countries from French language study, but they may take extra English language. French language may be substituted for Portuguese language study.

4.2 Arrupe Competency and Aptitude Test (ACAT)

All candidates must take the ACAT before they are considered for admission (General Academic Regulation #3.13)

4.3 Programme of Study

- 4.3.1 The four-year academic programme comprises three years of philosophy, one year of religious studies/Theology and other humanities. The programme seeks to integrate these three major components as outlined in the introductory paragraph (4.0) above.
- 4.3.2 The programme consists of ordinary courses, elective courses, and seminars. Credit is given for each course according to the number of hours (periods) assigned to it in a week. A course that has three periods per week during the fourteen-week teaching semester is a fifteen-credit course. The total number of credits for the four-year programme is normally 650, and at least 540.
- 4.3.3 All students from the second, third and fourth years (with exceptions approved by the Dean) are to choose, from a list of proposed electives for each semester, at least one elective (and not more than two) in consultation at least with their academic advisers and with the Dean. The Registrar and the Dean must approve all electives before they are offered to students. There should be no bilateral arrangement of courses between faculty members and students.

Any such arrangements will not be credited by the School. Electives are offered only during the August and January Semesters. Religious students are encouraged to consult also their directors of formation. Electives are meant to prepare an individual for future work or study; they may be in subjects one is likely to teach or study, in languages needed for future study, or in other areas helpful to the individual.

Electives may be taken in seminar groups or as independent study directed by faculty of the School or other faculty, or when scheduling and directors of formation permit students may follow courses outside Arrupe. During the four-year programme, each student must select at least one elective course from those classified as courses on “Major Thinkers”. All elective courses are for fifteen-credits unless otherwise stated by the Dean.

4.3.4 Each student in the first and second years of the programme has a personal academic adviser with whom the student consults regularly and from whom he or she receives academic direction and help. At the beginning of the first year the Dean will assign each student an adviser or consultation group according to the General Academic Regulation. With the Dean’s approval or at the Dean’s initiative, the adviser may be changed prior to or during the first month of the second semester or prior to or at the beginning of the second year. Conversations with advisers help students (i) to appreciate better the content of their courses, (ii) to integrate various courses with one another and with their overall lives, (iii) to develop habits of organisation of time, study and communication that can be used throughout later studies and later life, and (iv) to recognise their strengths and interests in the context of societal needs.

4.3.5 After the first two class weeks of the semester, no student may add or drop any registered course. An administrative fee of \$20 will be charged for any changes after the due date.

4.3.6 The academic programme may be summarised as follows:

FIRST YEAR	
DEVELOPING COMMUNICATION SKILLS AND APPRECIATION OF SHARED AFRICAN EXPERIENCE	
First semester [18]	Second semester [18]
APH 101 Elementary French [3]	APH 102 Intermediate French [2]
APH 103 Academic Writing [3]	APH 104 Argumentative Writing [3]
APH 105 Afr. Thought in Afr. Lit. I [2]	APH 106 Afr. Thought in Afr. Lit. II [2]
APH 107 Variety in Histories of African Peoples [3]	APH 108 Religions of Africa [3]

APH 109 The Second Vatican Council [3]	APH 110 African Philosophy/ Philosophy of African History [3]
APH 111 Method & Research Skills [2]	APH 112 Logic [3]
APH 113 Introduction to Philosophy [2]	APH 114 Oral Communication [2]
FIRST LONG BREAK Most students study languages within Africa.	

SECOND YEAR DEVELOPING REFLECTION WITHIN EXPERIENCE	
First semester [17]	Second semester [17]
APH 517c Introduction to Statistical Analysis [3]	APH 518a ICT and Philosophy [3]
APH 203 Classical Greek Drama [2]	APH 204 Issues in Contemporary Literature [2]
APH 205 Religions of the World [3]	APH 206 Histories of Encounters and Interactions among Peoples Worldwide [3]
APH 207 Egypt/Greek Philosophy [3]	APH 208 Christian Philosophy [3]
APH 211 Philosophical Anthropology [3]	APH 209 Sociology/Social Anthropology [3]
APH 212 Personality: Theories & Dynamics [3]	APH 210 Ethics [3]
SECOND LONG BREAK: Most students do Service Programmes	
THIRD YEAR DEEPENING REFLECTION ON LIFE AND WORLD	
First Semester [15-18]	Second Semester [16-19]
APH 502b Islamic Philosophy [3]	APH 302 European Philosophy [3]
APH 303 Philosophy of Science [3]	APH 403 Philosophy of Education [2]
APH 305 Political Philosophy [3]	APH 403A Methods of Education [3]

APH 305a Legal Philosophy [3]	APH 307a Social Philosophy/Social Analysis [3]
APH 307 Economic Philosophy [3]	APH 406 Metaphysics [3]
APH 501 (etc.) Elective [3]	APH 308 OT Foundations: The Prophets [3]
	APH 501 (etc.) Elective [3]
THIRD LONG BREAK: Most students do Service Programme in consultation with the School Dean.	
FOURTH YEAR FORMING A SYNTHESIS	
First Semester [16-19]	Second Semester [16]
APH 401 Seminar: African Philosophies [3]	APH 402 Dissertation in Philosophy [4]
APH 405 Epistemology & Hermeneutics [3]	APH 404 Religious Education [3]
APH 306 Philosophy of Religion [3]	APH 408 Overview of Catholic Theology [3]
APH 407 NT Foundations: A Synoptic Gospel [3]	APH 409 Seminar: Preparation for Oral Comprehensive Examination [3]
APH 516 Environmental Studies and Ethics	
APH 410 Preparing to Write a Dissertation [2]	APH 501 (etc.) Elective [3] Major Thinker
APH 501 (etc.) Elective [3]	
FINAL ORAL COMPREHENSIVE EXAMINATION: All students undergo an individual oral comprehensive examination-based half on their Dissertation in Philosophy, lasting for an hour, before a panel of three examiners	

4.4 Marking and Examinations

The marking and examinations shall be in accordance with the General Regulations as stipulated in # 3.19 to #3.23 above.

4.5 Proceeding in the Programme

4.5.1 This degree programme consists of eight parts, eight semesters.

4.5.2 The full-time/Part Time faculty members act as a Faculty Board of Examiners that decides which students have attained the goals of each semester of the academic programme and are prepared to move on to the next semester,

whether conditionally or unconditionally. The board decides in accord with the guidelines that follow.

- 4.5.3** A student who passes all courses in a semester proceeds unconditionally to the next semester of the programme.
- 4.5.4** All philosophy courses and most other courses are one-semester courses. Because they develop capabilities cumulatively and progressively, only the following are paired to become two-semester courses: Academic Writing with Argumentative Writing, and Elementary French Language Study with Intermediate French Language Study.
- 4.5.5** In a two-semester course, if the first semester is failed with a mark between 40 and 49, a student may proceed conditionally to the next semester. If either semester is failed with a mark between 40 and 49 that fails by fewer marks than the other semester was passed, a mark of 50 may be given for the failed semester and the mark for the passed semester reduced by the number of marks added to the failed semester. If the first semester is failed with a mark of 39 or below, the student will be required to repeat that semester of the course, and will not proceed to the next semester of the course until the first semester has been passed.
- 4.5.6** If during one semester a student fails only one or two courses with marks between 40 and 49, the student may proceed conditionally to the next semester while preparing to take a supplementary examination or examinations. The student who fails three courses in a semester will ordinarily be asked to withdraw from the programme. And a student who fails (Repeats and Supplements) up to five courses in an academic year may be required to repeat the year.
- 4.5.7** A supplementary examination must be passed within 13 months after the conclusion of a course failed with marks between 40 and 49. If time permits, a student is urged to prepare for and write a supplementary examination during the next free period after being informed of the supplementable failure, but it is more important that an examination be prepared for and taken seriously than that it be taken quickly. If the supplementary examination is passed, the student receives a mark of 50 for the course. If the supplementary examination is failed, the student must repeat the course.
- 4.5.8** If a course is failed with a mark below 40, ordinarily it must be repeated. The student may proceed conditionally in the programme while carrying the failed course. The repeated course will take the place of an elective as soon as possible later in the programme, and the student will graduate with fewer credits. Ordinarily a student may not be required more than twice throughout the four-year programme to repeat a course, and no single course may be repeated more than once. A student who is required for a third time to repeat a course will normally be asked to withdraw from the programme.

- 4.5.9** Normally a student shall not be allowed to proceed to the eighth (or final) semester of the programme unless he or she has completed all the requirements for the first six semesters (or at least all but the previous semester) of that programme. A student who fails a course in the final semester will not receive a degree until a supplementary examination has been passed (for failures with marks between 40 and 49) or the course has been repeated in some form approved by the board.
- 4.5.10** In the case of a course requiring to be repeated, the board may use its discretion to authorise the substitution of another appropriate course.
- 4.5.11** Guided, when appropriate, by an external examiner, the Senate determines which students have attained the prescribed standard of proficiency and are otherwise fit to be granted a degree, and reports its recommendation to the proper authorities of the University of Zimbabwe, (where applicable) who will decide about granting the degree. The classification of the degree depends on the average of all the courses taken all four years.
- 4.5.12** All Plagiarism cases will be guided by the General Academic Regulations.

4.6 Course Descriptions

4.6.1 First Year Courses

1. Elementary French Language Study (APH 101) and Intermediate French Language Study (APH 102)

During the long break at the end of the first year, most Jesuit students spend about two months in a French-speaking area of Africa; other students of the University may join them. The first year's degree-level courses are intended partly to prepare for this immersion, partly to develop progressively greater capability in reading French literature, philosophy, and other French writing. (15 Credits Each).

2. Alternative or Additional Elementary and Intermediate Language Studies I and II (APH 115 and APH 116)

Elementary and intermediate courses in languages other than French may be provided for students who, for reasons approved by the School, may be exempted from French Language Study or may benefit from an additional language. (15 credits).

3. Academic Writing (APH 103)

Arrupe admits to its degree programme only students who have already mastered English sufficiently to use the language in studies at degree level. This course is designed to help students further develop and polish their skills in specifically academic writing, particularly in philosophy and other humanities. Students are guided through the process of preparing, writing, and presenting formal papers. Exercises are designed to develop students' talents in various modes of written communication, including descriptive, narrative, expository, and argumentative writing, especially philosophical writing. Reviews of grammar, mechanics, and usage are conducted. As their skills develop, students are encouraged to develop their own

personal style or voice. The issue of plagiarism is explored in detail, and effective ways to avoid plagiarism are presented. (15 Credits).

4. Argumentative Writing (APH 104)

Students are helped to refine their skills in written communication in English and also to continue to define their own personal style. Exercises are conducted to develop skills in expressing ideas fluently and precisely without the use of weak verbs and passive voice. The primary emphasis is on establishing and defending a thesis after considering a wide range of views. Proper use of sources is also stressed. (15 Credits).

5. African Thought in African Literature I (APH 105)

The purpose of the course is to show students how topics that are central to African thought are revealed through narratives and other literary devices. These topics will include how the present relates to the past, the relative authority of individuals and communities, the different forms that communities assume within the narratives and how the narratives accept or criticise these forms, and finally the role of the spiritual in the lives of both individuals and communities. The texts for this course will be drawn from Zimbabwe and Kenya. (10 Credits)

6. African Thought in African Literature II (APH 106)

The purpose of the course is to examine novels and dramas that identify important secular issues in contemporary Africa and contrast these with novels and dramas that while reproducing contemporary Africa are deeply imbued with African religion. The course will involve discussions of whether either the secular or the religious texts have distorted Africa's self-understanding or whether both provide insights into African realities or whether the distinction between secular and religious is invalid in most African literatures. The texts will be drawn from West Africa and Angola. (10 Credits).

7. Variety in Histories of African Peoples (APH 107)

Coming to Arrupe and to university-level studies from different parts of the continent, students encounter a diversity which can be baffling. This course reflects on diverse histories experienced, remembered, recounted and often in some ways invented by peoples from various communities. Recognition and appreciation of this diversity can help Africans transform a source of bafflement into a source of wisdom, energy, and respect for others and for themselves. In-depth case studies from different periods of history and different parts of the continent are undertaken to develop students' capability to read histories critically and enable those histories to shed light on current events and on reasonable hopes for the future. (15 Credits).

8. The Second Vatican Council (APH 109)

A study of the Second Vatican Council (1962–65) begins with its theological and ecclesial context and focuses on its central documents and speeches. The course tries to help the student appreciate the underlying theologies of these texts, especially by contrasting them with prior church teachings. The course concludes by assessing the successes and failures of the council's implementation, and by proposing agenda for the next ecumenical council (Nairobi, or Delhi, or Rio de Janeiro I). (15 Credits)

9. Methodology and Research Skills (APH 111)

The aim of this course is to equip students with time-management and study skills which will enable them to work efficiently and effectively at degree level. They are helped to identify and use receptive capabilities in reading and listening, communicative capabilities in writing and speaking. Skills emphasised include maximising learning in lectures and seminars as well as from reading, reviewing and retaining what has been learned, taking helpful notes, writing papers, and preparing for written and oral tests and examinations. A comprehensive exploration of the School's style sheet is conducted so that students will be thoroughly acquainted with how to include appropriate references in their academic papers and with how to construct lists of sources for those papers. (10 Credits)

10. Introduction to Philosophy (APH 113)

This course will begin by encouraging students to engage with one of the shorter Platonic dialogues. The emphasis here will be on student participation and debate. Against the background of a very brief account of the usual ways of dividing up the matter of philosophy, the course will then take up a number of classical philosophical problems, such as knowledge, God, good and evil, mind, language, and culture. In the final part of the course, against the background of a very brief account of the usual ways of dividing the history of philosophy, a number of styles of philosophical thinking and writing will be outlined and illustrated. (10 Credits)

11. Religions of Africa (APH 108)

The course introduces students to the basics of African traditional religions: their principal rites, ethical practices, and beliefs. The course also compares and contrasts these religions among themselves and with Christianity and other world religions. (15 Credits)

12. African Philosophy/Philosophy of African History (APH 110)

Students come from different ethnic and historical heritages, including European and or Arab colonial influences. This course focuses on the common history of the African peoples based on the archaeological findings, linguistic commonality and the geo-political relations. Students will gain a deeper and broader historical consciousness of their common ancestral heritages and common destiny as a people. The works of Chiekh Anta Diop and Theophil Obenga are invaluable in this course. It continues introducing students to the practice of philosophising by examining African philosophies. The focus is on central topics and themes, including interpretations of time, nature, gods/God, person (including the stages of the human life cycle), community (social roles and ethical norms), politics and political structures, virtues and vices, death and life after death. (15 Credits)

13. Logic (APH 112)

This course is designed (a) to illustrate by constant reference to everyday life examples the importance of logical thought and its practical implications; (b) to help detect everyday fallacies and their potential to mislead people; (c) to explain and illustrate the correct processes of deductive reasoning, and to differentiate this from inductive

thought; and (d) to develop the ability to react critically to information however it is presented, whether by direct argument or indirect persuasion. (15 Credits)

14. Oral Communication (APH 114)

We do not attempt to eliminate accents or dialects, but we aim at speech that is clear, firm and vital with firm, clear consonants and open, unclipped vowels. We consider vocal dynamics (stress, slide, pace, pause), address particular individual problems with diction, and give instruction in non-verbal communication (posture, gesture, movement, facial expression). The course is scheduled so that often the class can be divided into groups to facilitate exercises. The work done on oral communication this semester will be supplemented by public reading, presentation of papers, and other appropriate exercises in speech done throughout all eight semesters. (10 Credits)

4.6.2 Second Year Courses

1. Optional Elective: African Literature in French and French Conversation I and II (APH 201 and APH 202)

Following upon their immersion in a French-speaking area, the students read a variety of contemporary French literature written in Africa, for enjoyment and appreciation. Each week the class gathers as a whole for one period of lecture and separates into groups of five or so each for one period of conversation. (10 Credits each semester)

2. Introduction to Statistical Analysis (APH 517c)

Numeracy is another aspect of human understanding that is seriously lacking in most modern education. The emphasis is usually placed on reading and writing languages in European or Arabic languages. This course will introduce students to statistical arguments, analysis and numeracy. Students will grasp statistical data through the exploration of probabilities, trigonometry, and operations research. This course will also expose students to basic statistics and the use of statistical data in decision making, management and in accounting. (15 Credits)

3. Information & Communication Technology and Philosophy (APH 518c)

In the contemporary information age, students are bombarded with information through social media, internet, telephones and ICT based technologies like smart phones, and other computing devices. This course will deal with the theoretical and practical dimensions of the creation and use of ICT. It will also deal with the fundamental philosophical and ethical implications of the use of ICT. It will also explore the future of ICT and robotics and its social and spiritual implications. This course seeks to introduce students to the philosophical world of computing and information technology. It will consider the intrinsic nature and basic principles in computing and information systems and their interface with humanity. The emergence of computing devices, mobile phones, the internet, artificial intelligence, robotics and virtual reality has given rise to a new world order of info-sphere. These new technologies permeate every aspect of contemporary life and therefore raise numerous pertinent philosophical questions. For instance, can computers really

think? Is virtual life more real than physical existence? What are the cultural effects of web-life? What are the effects of ICT on human social existence? Is it moral to tell lies online? (15 Credits)

4. Classical Greek Drama (APH 203)

This course will be studied alongside APH 207, The History of Ancient Philosophy. While the course will show that the Greek dramatists were preoccupied with the same issues as were the philosophers, literary epistemologies are different from those of philosophy and the dramas often arrive at different conclusions from those that may be arrived at in philosophy. (10 Credits)

5. Issues in Contemporary Literature (APH 204)

Because contemporary literature is so huge a topic, each year we will study literature from a different tradition such as that of Latin America, the United States or Britain. Whatever the area or country whose literature we are studying, we will observe how its literature expresses its contemporary intellectual preoccupations and how the texts that we are reading derive their form from the preoccupations or give them formal expression. (10 Credits)

6. Religions of the World (APH 205)

This course is a sympathetic investigation of the beliefs and practices of such major world religions as Hinduism, Buddhism, and Islam. Parallels and dissimilarities with aspects of religious faith already known should help illuminate the study. (15 Credits)

7. Egypt/Greek Philosophy (APH 207)

Most students and teachers of "ancient" philosophy will always start from the Greeks and in most cases ignore Egypt of Africa. This course will put Egypt at its rightful place as the foundation of philosophy and abstract thought. It will explore the academic and political relationships between the Egyptian priests and the Greek students and the philosophies that come out of those relationships. Afrocentric Egyptology will build a firmer foundation for a better understanding and truthful view of the origin of philosophy as a discipline. (15 Credits)

8. Sociology/Social Anthropology (APH 209)

The course aims to introduce students (a) to the idea of culture as a socially produced system of meaning; (b) to the possibility of, the need for, and some familiarity with the tools necessary for an in-depth and responsible practice of social analysis. This requires knowledge of basic concepts and methods of sociology and anthropology as well as their application to the contemporary and rapidly changing situations in Africa. (15 Credits)

9. Philosophical Anthropology (APH 211)

We consider first the mutual relations between an individual and various human community; then freedom and determinism, noticing how both inner and outer factors may limit free choice. Metaphysical reflection includes a consideration of final causation and efficient causation exemplified in experiences of invitation, free choice, and action. Material cause and formal cause are exemplified in the

metaphysics of the human person, which reflects on self-transcendence, the reality of the spiritual, the unity of body and soul, and life after death. These topics are considered from African perspectives as well as from others. (15 Credits)

10. Histories of Encounters and Interactions among Peoples Worldwide (APH 206)

As the internet and DSTV have developed, peoples experience vicariously events and their interpretations from around the world. For many, today's globalisation of experience may lead to a sense of being powerless in a big, complex world gone out of control. Yet "Knowledge is power" (Francis Bacon); understanding some patterns of historical interaction among peoples of various places and times can empower African peoples. This course considers in some depth selected case histories, particularly of liberating and unifying events and movements which may serve as exemplars empowering Africans to move from being overly influenced by other peoples toward becoming more influential for the good of all. (15 Credits)

11. Christian Philosophy (APH 208)

Christianity encounters philosophy in a very unique way as can be found in the works of Christian philosophers. The Christian spirituality, theology, scriptures and cosmology embraces and Christianizes philosophy. This course will focus on the Christian philosophers and the synergy they create using Christian views and Egypt-Greek thoughts. Christianity had to respond to the questions that were posed by the philosophers, with special attention to Saints Augustine, Bonaventure, and Thomas Aquinas. Historically Christian philosophy takes its tenets from the African and Arabic philosophers who preserved the Egypt-Greek philosophies. It is commonly understood to extend from the close of late roughly 300AD (After the Death of Christ) to Christendom of Europe. (15 Credits)

12. Islamic Philosophy (APH 502b)

Despite the contemporary aversion towards Islam and Islamic fundamentalists, Islam has created a reservoir of philosophical works. As one of the first slave traders in Africa and a dominant religion in the continent, Islamic philosophy and religion present a way for students to engage Islam in a dispassionate way. Students will be exposed to the full extent of Islamic thoughts and their relevance in the contemporary world. It will focus on some of the major Arabic and Islamic philosophers such as Avicenna, Averroes and AL Ghazali. (15 Credits)

13. Ethics (APH 210)

Descriptions and interpretations of morality as social practices: teleology, deontology, and virtue ethics. Ethical issues examined include lying, war, sexuality, and population policy. Part of the course treats African and other ethical/religious traditions on these issues. A question to be asked throughout the course is whether moral standards across cultures are one and/or many. (3 credit-hour)

14. Personality: Theories and Dynamics (APH 212)

The objective knowledge of the structure and intra-psychic functioning of the person is fundamental to self-knowledge and the knowledge of the other. The course is designed to cover some themes of personality. The contents place emphasis on the

intra-psychoic dimension rather than on the inter-personal dimension. It is important to understand the inner dynamics and functions first. This introductory course gives a brief overview of the main approaches to the study of personality. (15 Credits)

4.6.3 Third Year Courses

1. European Philosophy (APH 302)

All philosophies are not Western or European. This course will deal with key European thinkers against the background of European modern science, industrial revolution, European enslavement of Africans, extermination of indigenous peoples and cultures. Students will learn in a new perspective to judge the merit of European philosophies against their relations to the rest of the world. European and especially African histories will be relevant for students to better appreciate the philosophies that created these histories. The works of Descartes, Kant, Hegel will form part of the discourse. And themes such as pragmatism, rationalism, empiricism existentialism, analytical philosophy, and phenomenology will be covered in the course. (15 Credits)

2. Philosophy of Science (APH 303)

In this course, students will be exposed to and examine the most important philosophical problems that have accompanied the progress of science, such as epistemological and metaphysical issues concerning the nature of time, space, and causation, for example, as well as problems of realism and anti-realism, the succession of scientific paradigms, the relationships between science and technology, science and ethics, science and the philosophy of God, and science and politics. (15 Credits)

3. Philosophy of Education (APH 403)

Major contemporary issues in the philosophy of education are explored. These include: the purposes and aims of education; what constitutes the acceptable inclusivity or exclusivity of education; who should teach, supervise, assess and fund educational programmes; and the appropriate role of the state in the educational process. Contemporary articulations of Jesuit education are examined to help students learn from their own experience of being educated and educating. (10 Credits)

4. Political Philosophy (APH 305)

Students live in politically charged atmospheres. This course will bring together both the historical political philosophies and contemporary political issues, especially in Africa and its relations to the rest of the world. It will focus on major political thinkers and introduction to political science in order to draw relevant data for debates. Issues of international relations, sovereignty, security, democracy and international political organizations will be studied. The electoral process and democracy will be studied using statistical analysis and arguments. The course seeks to introduce students to some of the central issues and concepts in political philosophy. In dealing with the subject, a philosophical approach to texts and issues will be developed. This is aimed at helping students appreciate the contribution philosophy can make in dealing with contemporary political problems. The course will deal with general political themes and apply these to the African context as much as possible. Political

philosophy will examine alternative ways of ordering public life: monarchy, oligarchy, theocracy, aristocracy, democracy and their social and cultural presuppositions as demonstrated by some major political thinkers. Particular attention will be given to African debates about constitutional democracy and alternatives to it, and the relation of government with civil society (business and voluntary associations, churches, mass media, etc). (3 Credit hours)

5. Legal Philosophy (APH 305a)

This course will focus on legal theories, human rights, people's rights and constitutional rights of citizens. The judicial systems of different countries and the practice of law in the African continent will be covered. Customary, Sharia and constitutional laws of different countries and their practices will form part of the philosophical debates in this course. Jurisprudence and the law of evidence in court cases will be studied in relation to religion, morality and African values. The course seeks to introduce students to some of the central issues and concepts in legal philosophy. In dealing with the subject, a philosophical approach to texts and issues will be developed. This is aimed at helping students appreciate the contribution philosophy can make in dealing with contemporary legal problems. The course will deal with general legal themes and apply these to the African context as much as possible. Under legal philosophy, the course will give account and assessments of alternative legal structures through reading classical texts with focus on interpretations on human rights. Debates about the responsibility of citizenship will also be examined. The course treats the accounts of the legal and constitutional arrangements to guarantee the full range of human rights. (3 Credit hours)

6. Economic Philosophy (APH 307)

The undergraduate course is meant to introduce students to a short history of the subject and more importantly, to reflect critically by applying relevant philosophical concepts in appreciating the nature of concrete economies. It will deal with the economy at various levels including the ethical and philosophical issues arising out of how people deal with scarcity in macroeconomics and the issues that arise in dealing with economic growth and consumer and firm behaviour in microeconomics. The course will examine different models of economic organization and justification - e.g., centralized planning, market oriented and various forms of mixed economies. These discussions will be placed in the context of the global economic architecture and against the current African realities. Special attention will be given to contemporary policy debates, focusing on the dominant market oriented neo-liberal paradigm and its various major critics. Space will be given to discussing emerging theory and practice of the social economy and the solidarity economy alternatives. These discussions will be held in the light of relevant normative values and principles especially those suggested in Catholic Social thought. (15 Credits)

7. Social Philosophy/Social Analysis (APH 307a)

This undergraduate course analyses the underlying assumptions, values, and principles used in examining the different forms in which society has been

conceptualized and organized. The course will prioritize African social and cultural experiences while placing them in a global and historical context. Special attention will be given to reflecting on the meaning of the self and of society in the late modern age. Philosophical reflections on major social institutions and phenomena characterizing African modernity and modernity in general will be considered. The class will discuss the nature and changing modes of family, ethnicity, gender, class, race and other relevant phenomena in order to help students appreciate their significance for social development, justice and the dignity of all creation. Social institutions and phenomena will be explored in the context of the post traditional social order that is influenced by capitalism, globalization, technology, mass and social media, climatic change and environmental issues. The course will be aimed at helping students to appreciate the institutional reflexivity of modernity, especially how modernity shapes the day-to-day individual experiences and relationships and how the personal, in turn, influences the world at large. Effort will be made in this course to help students understand the nature of social forces, organizations and traditions of modernity that impact on people's self-understanding, social relations and institutional practices. Special attention will be given to discussing the transforming nature, role and contribution of religion, spirituality and the church in high modernity. In this context, students will be encouraged to engage literature in Catholic Social thought. (3 Credit hours)

8. Metaphysics (APH 406)

Wondering, giving free rein to our unrestricted natural desire to know, we strive to impose no artificial limits on the breadth and depth of our questioning. Is every reality somehow good? True? Beautiful? Unified? Active? Is all reality material or is there some spiritual reality whose powers go beyond those of matter? Was Plato right to say, "the coming to be of civilised order is the victory of persuasion over force"? Aristotle to say, "The inviting final cause is the cause of causes and moves by being loved"? Levinas to say, "Philosophising does not begin with ontology but with the human face of the Other calling for a response"? This course invites students to appreciate and enjoy their questioning. (15 Credits)

9. Old Testament Foundations: The Prophets (APH 308)

This course is a study of prophets and prophecies, especially in relation to issues of social justice and community renewal, in the classic prophetic books of the Old Testament. (15 Credits)

10. Methods of Education (APH 403A)

This course is designed to assist students to identify, design, implement and assess variety of teaching-learning strategies suitable for use in secondary schools. Interactive methodologies for a wide range of subject areas are presented. Since the course is taken prior to the students' supervised teaching practice, it emphasizes the skills of scheming from the syllabus and planning lessons appropriate for the age and ability of pupils. Both the construction and marking of assessment instruments are considered in detail. (15 Credits)

4.6.4 Fourth Year Courses

1. Seminar: Philosophies of Africa (APH 401)

A seminar on a selected topic or topics in African philosophies. Each student writes and presents a seminar paper (in some ways similar to the first part of a dissertation done for an honours degree at the University of Zimbabwe) on some aspect of the seminar topic. (15 Credits)

2. Epistemology and Hermeneutics (APH 405)

The traditional problems of epistemology (knowledge of self, of others, of the world; the nature of truth) are set in the context of an understanding of culture as a communal process of inquiry, understanding and interpretation within a web of conversations, practices, and texts. The sociology and politics of knowledge and its relations with power of various sorts, especially in various African situations, are also examined. (15 Credits)

3. New Testament Foundations: A Synoptic Gospel (APH 407)

This course reflects on one selected synoptic gospel against the background of all three, paying particular attention to the development of gospel narrative. Attention is paid to the evolution of methods of interpretation and to the significance of the narratives for contemporary Africans. (15 Credits)

4. Philosophy of Religion (APH 306)

The conventional problems of metaphysics need to be situated within the historical context of the Enlightenment transformation of metaphysics and the nineteenth century development of the social sciences. Without ignoring the gains of the Enlightenment, we need to retrieve a traditional metaphysics which expresses a 'religious' outlook of wonder and poses a question which remains open to a response of faith. An account of the language of metaphor and symbol must show how this wonder-question-response is not alien to human language and ritual but can be expressed by them. This approach is consistent with a phenomenology of the sacred as it is encountered in religions of the world, with special emphasis on religions of Africa. (15 Credits)

5. Preparing to Write a Dissertation in Philosophy (APH 410)

During the first semester of a student's final year, each finalist writes first a tentative proposal and then a tentative outline of the honours dissertation in philosophy to be completed in the final semester. The proposal of 400 to 600 words is due in week 8. It includes a concise sketch of a tentative topic, some burning issue which the finalist wishes to address philosophically. The proposal lists 4 to 6 major sources which the student expects to find helpful, and it suggests two or more possible supervisors whom the Dean might appoint. The tentative outline of 600 to 1000 words is due in week 14. It is developed in consultation with the supervisor, outlines tentatively how the dissertation might develop, and lists further sources thought to be helpful. At the end of the first semester's examination period, the outline is to be defended orally

before the supervisor and another faculty member appointed by the Dean. (10 Credits)

6. Dissertation in Philosophy (APH 402)

Working with the guidance of a supervisor particularly during the first half of the final semester, each writes a dissertation of 8000 to 10,000 words which develops a point that the student considers to be of central importance within his or her general philosophical position. It need not attempt a synthesis of the range of philosophical topics covered in the programme; rather it sets out an analytical and critical exposition of a particular concern, issue or question, and ordinarily argues for a particular approach or response to it. This dissertation will be defended during one half hour of the oral comprehensive examination. (4 credit-hours)

7. Religious Education (APH 404)

This course aims to assist students in acquiring and developing effective strategies for teaching religious education in various settings; in developing an enquiring, critical and sympathetic approach and the ability to interpret the different syllabi. It includes the study of theories of religious and moral development and promotes an understanding of the theological concepts underlying the teaching of religious education. (15 Credits)

8. Overview of Catholic Theology (APH 408)

The new Catechism of the Catholic Church is used to guide a study of Catholic theology as a whole. This course helps students to review and synthesise the programme's theological component at the same time as they write personal philosophical syntheses. It builds on the opening course, The Second Vatican Council, and enables students to integrate their studies of African traditional religions, other world religions, and scripture into a perspective of contemporary Catholic theology. It illustrates both the relation between philosophy and theology, and the content and context for religious education. (15 Credits)

9. Oral Comprehensive Examination (APH 409)

At the end of the final semester, each student is questioned orally for one hour by a board of three examiners chosen by the School, one of whom is the student's supervisor. The exam centres half on the student's dissertation and half on twenty-five broad philosophical questions, with two to four questions from each of the major subject areas, namely Philosophical Anthropology, General Ethics, Social and Economic Philosophy, Political and Legal Philosophy, Metaphysics, Philosophy of God, Philosophy of Science and Philosophy of Nature, Epistemology, and Hermeneutics. During each week of the second half of the semester, students are urged to meet in small groups to prepare themselves to respond orally to the examiners' questions. (15 Credits)

10. Environmental Studies and Ethics (APH 516)

This course responds to the challenge that Pope Francis makes in *Laudato Si'*. It aims at helping students to be alert to the challenges posed by the environment in today's world. Focusing on Netherlands' Jesuit tradition and the Jesuit Ecological Project of

2011 of "Healing the Broken World", the course will encourage students to gain scientific knowledge about the natural environment, appreciating the beauty of the natural world as well as the damage that human activities have contributed to its woundedness. The course will challenge students to develop ethical and spiritual awareness that will help them consider the major moral questions around the environment and to critically discuss personal lifestyles, human cultures and practices as well as public policies that affect the environment. The course will ultimately aim to motivate students to action focused on healing the earth. Issues to be considered will include the decreasing bio-diversity, shrinking natural resources, renewable sources of energy, diminishing fresh water sources, declining food quality and availability, and changing global climate.

BACHELOR OF PHILOSOPHY [PUG]

(Pontifical Gregorian University)

4.7 The University will propose as candidates for a Bachelor’s degree in philosophy from the Pontifical Gregorian University, those who meet the requirements for entry to the B.A. Honours programme as detailed in paragraphs 5.1 and 5.2 above, and who have successfully completed a programme of philosophical subjects selected from those offered for the B.A. Honours programme above that satisfies the School and the Senate as well as the Dean and Faculty of Philosophy of the Gregorian University.

4.7.1 The entry requirement is at least six years of secondary school (O’ Level and A’ Level), five credits at O’ Level and two passes at A Level, or six credits/passes including English Language and Mathematics in senior secondary examinations. See 5.1ff for more details.

4.7.2 The program is generally for three years full time. However, there could be instances whereby a student is required to take four years by the recommendation of the Admission Committee.

4.8 Marking and Examinations

The PUG grading scale is as below:

Letter Grade	Grade Description	Order	Breakoff	UZ /AJU Compare	
10	Summa Cum Laude	1	100%	First Division	100
10	Summa Cum Laude	2	99%		
10	Summa Cum Laude	3	97.5%		
9.7	Summa Cum Laude Minus	4	97%		
9.7	Summa Cum Laude Minus	5	96%		
9.7	Summa Cum Laude Minus	6	94.5%	First Division	75
9.3	Magna Cum Laude Plus	7	94%	Upper Second	74
9.3	Magna Cum Laude Plus	8	93%		
9.3	Magna Cum Laude Plus	9	92%		
9.3	Magna Cum Laude Plus	10	90.5%		

9	Magna Cum Laude	11	90%		
9	Magna Cum Laude	12	89%		
9	Magna Cum Laude	13	87.5%		
8.7	Magna Cum Laude Minus	14	87%		
8.7	Magna Cum Laude Minus	15	86%		
8.7	Magna Cum Laude Minus	16	84.5%	Upper Second	65
8.3	Cum Laude Plus	17	84%	Lower Second	64
8.3	Cum Laude Plus	18	83%		
8.3	Cum Laude Plus	19	81.5%		
8	Cum Laude	20	81%		
8	Cum Laude	21	80%		
8	Cum Laude	22	79%		
8	Cum Laude	23	77.5%		
7.7	Cum Laude Minus	24	77%		
7.7	Cum Laude Minus	25	76%		
7.7	Cum Laude Minus	26	74.5%	Lower Second	60
7.3	Bene Probatus Plus	27	74%	Third Division	59
7.3	Bene Probatus Plus	28	73%		
7.3	Bene Probatus Plus	29	72%		
7.3	Bene Probatus Plus	30	71%		
7	Bene Probatus	31	70%		

7	Bene Probatus	32	69%		
7	Bene Probatus	33	67.5%		
6.7	Bene Probatus Minus	34	67%		
6.7	Bene Probatus Minus	35	66%		
6.7	Bene Probatus Minus	36	64.5%		
6.3	Probatus Plus	37	64%		
6.3	Probatus Plus	38	63%		
6.3	Probatus Plus	39	62%		
6.3	Probatus Plus	40	60.5%		
6	Probatus	41	60%		
6	Probatus	42	59%		
6	Probatus	43	58%		
6	Probatus	44	57%		
6	Probatus	45	56%		
6	Probatus	46	54.5%	Third Division	49.5 %
5	Esame non superato	47	54%	Fail Supp.	49.4 %
4	Esame non superato	48	40%	Fail supp.	40
3	Esame non superato	49	30%	Fail retake C	39
2	Esame non superato	50	20%	Fail Retake C	20
1	Esame non superato	51	10%	Fail Retake C	10
0	Riservato Ai Casi Di Plagio	52	0%	Fail Retake C	0

4.9 Application of Gregorian programme in Three Years

FIRST YEAR			
1st Semester	PUG Credits	2nd Semester	PUG Credits
Introduction to Philosophy	3	African Philosophy	3

French/ Spanish/ Portuguese	3	Logic	4
*Philosophy of Man	4	*Moral Philosophy (Ethics)	3
Egypt/Greek Philosophy	3	Christian Philosophy	4
Methodology And Research Skills	3	+Deepening of Phil of Man	3
Elective: Phil. Writing, <i>Phil Subject</i>	3	Religions of Africa	3
Latin	4	Argu. Writing, <i>Phil Subject</i>	3
Introduction to Statistical Analysis	3	African Lit, <i>Reading Course</i>	3
Service Program - <i>Formation</i>	4	ICT & Philosophy	4
	30		30
SECOND YEAR			
1st Semester	PUG Credits	2nd Semester	PUG Credits
Political Philosophy	3	*Metaphysics	4
Islamic Philosophy	3	European Philosophy	3
+Deepening of Moral Philosophy	3	Phil. of Education, <i>Phil. Subj.</i>	3
Economic Philosophy	3	Methods of Ed., <i>Hum. Sci.</i>	3
African History, <i>Reading Course</i>	3	Elective: Major thinker	3
Legal Philosophy	3	Social Phil./ Analysis	3
Ignatian Spirituality, <i>Relig. Formation</i>	4	Soci & Soc Anthropol, <i>Read Crs.</i>	3
Latin	4	Oral Comm, <i>Human Sci</i>	3
Service Program - <i>formation</i>	4	Service Program - <i>formation</i>	4
	30		30
THIRD YEAR			

1st Semester	PUG Credits	2nd Semester	PUG Credits
*Natural Theology	4	Reason & Christian Faith	3
Environmental Studies & Ethics	3	+Deepening of Natural Theo	4
+Deepening of Metaphysics, <i>Seminar</i>	3	Reli Education, <i>Relig. Format.</i>	3
*Philosophy of Nature	4	Position Paper in Phil.	4
*Philosophy of Knowledge	4	Oral Comprehensive Exam	4
Prep to Write Ps Pr 2, <i>Phil Sub</i>	3	Elective (i)	4
Elective: Reading Course	3	Elective (ii)	4
Philosophy of God	3	Service Program - <i>formation</i>	4
Child protection Studies	3		
Service Program - <i>formation</i>	4		
	30		30
Total Credits	180		

POSTGRADUATE DIPLOMA IN PHILOSOPHY (Formerly BRIDGING PROGRAM)

4.10 The Bridging Program as it was formally called was started as a preparation for the Jesuit students who had degrees in other disciplines but wished to do Masters in Philosophy. It is a three-semester certificate that prepares the students adequately to engage in philosophy at a Masters level. A non-terminal internal diploma from the University will be offered to such students who complete this program. The diploma will also carry all the courses that they would have done within the three semesters. In combination with the three-semester MA degree, a religious student studying towards Catholic priesthood fulfils the mandatory three years of philosophy. PGD entry requirement is the same for the MA including Aptitude Test.

YEAR ONE – 1 ST SEMESTER	
I.	Egypt-Greek Philosophy
II.	Islamic Philosophy
III.	Philosophical Anthropology
IV.	Methodology and Research Skills
V.	Philosophical Writing
VI.	Introduction to Statistical Analysis (I)
VII.	Variety in Histories of African Peoples
	(One of the following)
	African Thought in African Literature I
	Personality: Theories & Dynamics
	Ignatian Spirituality (SJ only)
2 ND SEMESTER	
I.	Metaphysics
II.	Christian Philosophy
III.	European Philosophy
IV.	Logic
V.	Religions of Africa
VI.	Histories of Encounters and Interactions among Peoples Worldwide
VII.	African Philosophy/Philosophy of African History
	(One of the following:
	Sociology/Anthropology
	African Thought in African Literature II
	Practicum in Ignatian Spirituality (SJ only)

YEAR TWO - 1ST SEMESTER	
I.	Philosophy of Religion
II.	Philosophy of Science
III.	Political Philosophy
IV.	Legal Philosophy
V.	Economic Philosophy
VI.	Social Philosophy/Social Analysis
VII.	Philosophy of Education
VIII.	Environmental Studies & Ethics
2ND SEMESTER	
Oral Comprehensive Examination (Any uncompleted courses may be taken in this semester)	
<ol style="list-style-type: none"> 1. Those who already have 2.1 Average will be enrolled in the MA program. 2. The Oral Comprehensive Examination will be done at the end of the 3rd Semester of studies. 3. Those with the 2.1 overall average will take the MA courses. 4. Those who do not meet this requirement may be considered for the BA program as long as they have enough courses to proceed further. 	

4.11 Final Mark & Transfer to Master's Degree

Students who earn a 2.1 average in their overall mark will be admitted into the master's degree. (See BA Honours Degree program for Long Break details)

HONOURS DEGREE ADMISSION TO SECOND YEAR APH

4.12 There are some students who are admitted to the second year in the APH program. The following are the list of courses that they have to take to fulfil their requirement.

2 ND YEAR APH - 1 ST SEMESTER
APH 103 Philosophical Writing APH 113 Intro to Philosophy APH 205 World Religions APH 207 Egypt/Greek Philosophy APH 211 Phil Anthropology APH 212 Personality: Theories & Dynamics APH 517c Introduction to Statistical Analysis (I)
2 ND SEMESTER
2 ND Year APH APH 108 Religions of Africa APH 110 African Philosophy/Philosophy of African His. APH 112 Logic APH 208 Christian Philosophy APH 210 Ethics APH 209 Sociology/Social Anthropology or Elective APH 518a ICT and Philosophy
3 RD YEAR APH - 1 ST SEMESTER
APH 305 Political Philosophy. APH 305a Legal Philosophy. APH 211 Phil Anthropology APH 301 Islamic Philosophy APH 303 Phil of Science APH 307 Econ Philosophy Elective
3 RD YEAR APH - 2 ND SEMESTER

<p>APH 302 European Philosophy APH 210 Ethics APH 406 Metaphysics APH 403 Philosophy of Education APH 307a Social Philosophy/Social Analysis APH 308 OT Foundations: The Prophets Elective</p>
<p>4TH YEAR APH - 1ST SEMESTER</p>
<p>APH 401 Seminar: African Philosophies APH 405 Epistemology & Hermeneutics APH 306 Philosophy of Religion APH 407 NT Foundations: A Synoptic Gospel APH 410 Preparing to Write a Dissertation APH 516 Environmental Studies & Ethics Elective</p>
<p>4TH YEAR APH - 2ND SEMESTER</p>
<p>APH 402 Dissertation in Philosophy APH 404 Religious Education APH 408 Overview of Catholic Theology APH 409 Seminar: Preparation for Oral Comprehensive Examination Elective</p>

FIRST LONG BREAK

Most students study languages within Africa.

THIRD LONG BREAK

Most students do Service Programs in consultation with the Dean of Studies

FINAL ORAL COMPREHENSIVE EXAMINATION

All students undergo an individual oral comprehensive examination-based half on their Dissertation in Philosophy, lasting for an hour, before a panel of three examiners

Please note that every student is required to engage him/herself in Service Programme during the long breaks - e.g., Teaching. This is supervised by an Academic staff. All relevant documents can be obtained from the Office of the School Dean.

M.A IN PHILOSOPHY

4.13 Application of these Regulations

- 4.13.1** These regulations should be read in conjunction with the General Academic Regulations for Masters Degrees by coursework, hereinafter referred to as the General Regulations.
- 4.13.2** The General Academic Regulations shall take precedence over the Faculty Regulations and these Regulations.
- 4.13.3** Senate shall be the final authority for the interpretations of these Regulations.
- 4.13.4** Senate reserves the right to alter, amend, cancel, suspend or replace any of these Regulations.
- 4.13.5** Senate has the power to exempt any student from any of the regulations.
- 4.13.6** A student who has started a programme of study following one set of regulations shall not be affected by regulations subsequently adopted unless agreed to in writing by the student.

4.14 Definition of Terms

Terms used in these Regulations are as described in the General Academic Regulations.

4.14.1 Programme

The Master of Arts in Philosophy degree programme is offered by AJU.

4.14.2 Entry Requirements

- (a) An applicant for this programme must satisfy the provisions of the General Academic and Faculty of Arts Regulations.
- (b) To be considered for admission an applicant must have a good Honours degree (2.1 or better) in Philosophy or an approved equivalent.

4.14.3 Arrupe Competency and Aptitude Test

See General Regulations. A student who does not meet the required may be considered for one preliminary semester before admission.

4.15 Structure of Programme

- 4.15.1** The programme consists of two Parts: Part 1 will be the course work component and Part 2 the research component.
- 4.15.2** The programme will run for three (3) semesters on a full-time basis, or six (6) semesters on a part-time basis. Each semester will normally consist of 15 weeks.
- 4.15.3** Part 1 of the programme will be offered on full-time basis for two (2) semesters and part-time basis for four (4) semesters.
- 4.15.4** Part 2 will be offered full-time for a period of one (1) semester, and part-time for a period of two (2) semesters.
- 4.15.5** The programme will normally commence either in August or in January.

4.15.6 A student shall register for eight (8) courses for Part 1, four of which shall be core courses and four optional. Optional courses will be chosen from a range of options available in any one year. Each course shall normally consist of at least 30 hours of teaching and is single weighted. Also, students will be required to participate in the non-credit courses – Methodology & Research Skills and Masters Seminar. If a student has already taken any of these courses, an advanced level of the same course will be offered, for instance African Philosophy, a major African thinker will be studied.

4.15.7 For full-time students, the dissertation will normally be submitted on or before 30 June or 30 November of the third semester, and part-time students will normally submit on or before 30 June or 30 November of the sixth semester.

4.15.8 The Thesis or Dissertation will have to be defended in a one-hour session.

4.15.9 The degree certificates are usually issued in June of each year for the students who completed all the requirements on or before May 30.

4.16 Examinations

4.16.1 Examinations shall be conducted in accordance with the General Academic Regulations.

4.16.2 Formal examination of a taught course shall take place at the end of the semester in which it is taught, each course being examined by one three-hour paper.

4.17 Assessment of Courses

4.17.1 The formal examination of a course shall constitute 60% and continuous assessment 40% of the overall mark.

4.17.2 The research component shall be assessed through a dissertation.

4.18 Processing of Examination Results

4.18.1 Examination results shall be processed in accordance with the General Academic Regulations.

4.18.2 In this programme the marking scheme used shall be as stipulated in #3.34

4.19 Determination of Results

4.19.1 A student's results shall be determined in accordance with the General Academic Regulations.

4.19.2 To be eligible to proceed to Part 2, a student must pass all eight (8) courses studied.

4.19.3 A student who fails a course may be allowed to repeat that course or an approved substitute, in accordance with the General and Faculty Regulations.

4.19.4 Supplementary examinations may be permitted in accordance with the General Regulations.

4.20 Award of the Degree

The degree shall be classified in accordance with the provisions of the General Academic Regulations.

4.21 Academic Offences and Penalties

Academic offences and penalties as specified in the General Academic Regulations shall equally apply to these Regulations.

4.22 Posthumous and Aegrotat Provisions

The posthumous and aegrotat provisions of the General Academic Regulations shall apply to these Regulations.

4.23 Publication of Results

The results of a student shall be published in accordance with the provisions of the General Academic Regulations.

4.24 Student Appeals against Published Results

Student appeals against Published Results, as specified in the General Academic Regulations for Postgraduate Degree Programmes by Coursework, shall equally apply to these Regulations.

4.25 Academic Transcript

Each graduate of the University, having been registered on this programme, shall receive ONE copy of a formal transcript of his/her complete academic record, in accordance with the provisions of the General Academic Regulations.

4.26 Award of the Degree Certificate

The award of a degree certificate shall be in accordance with the provisions of the General Academic Regulations.

4.27 Courses

Part 1 Core Courses

Code	Description	Duration	Weighting
MPA 501	Epistemology	3 hrs	1
MPA 502	Ethics	3 hrs	1
MPA 513	Logic	3 hrs	1
MPA 514	African Philosophy	3 hrs	1

Optional Courses

MPA 503	Hermeneutics	3 hrs	1
MPA 504	Metaphysics	3 hrs	1
MPA 505	Philosophy of Religion	3 hrs	1
MPA 506	Phil. Anthropology	3 hrs	1
MPA 507	Economic Philosophy	3 hrs	1
MPA 508	Social Philosophy	3 hrs	1
MPA 509	Political Philosophy	3 hrs	1
MPA 510	Legal Philosophy	3 hrs	1
MPA 511	A Major Philosopher	3 hrs	1
MPA 512	A Special Subject	3 hrs	1
MPA 515	Egypt/Greek Phil.	3 hrs	1
MPA 516	Business Ethics	3 hrs	1
MPA 517	European Philosophy	3 hrs	1
MPA 518	Issues in Science & Reli.	3 hrs	1

MPA 519	Medical Ethics	3 hrs	1
MPA 520	Christian Philosophy	3 hrs	1
MPA 521	Islamic Philosophy	3 hrs	1
MPA 522	Philosophy of Art	3 hrs	1
MPA 523	Philosophy of Education	3 hrs	1
MPA 524	Philosophy of History	3 hrs	1
MPA 525	Philosophy of Language	3 hrs	1
MPA 526	Philosophy of Literature	3 hrs	1
MPA 527	Philosophy of Mind	3 hrs	1
MPA 528	Philosophy of Science	3 hrs	1
MPA 529	Philosophical Writing	3 hrs	1
MPA 530	Philosophy of Action	3 hrs	1
MPA 532	Ethics of War	3 hrs	1
MPA 533	Computer Ethics	3 hrs	1
MPA 534	Phil. of IT	3 hrs	1
MPA 535	Phil of Artificial Intel	3 hrs	1

Part 2

MPA 570 Dissertation (20 000-40 000 words)

4.28 Syllabus

The detailed syllabus for this Programme does not constitute part of these Regulations but shall be kept in the Faculty Office for reference

MASTER OF PHILOSOPHY (MPhil) AND PhD DEGREE IN PHILOSOPHY

4.29 Objectives

This programme focuses first on grounding in philosophy through course work. The students gain confidence in appreciation of philosophy, critical reflection and mastery of the writing skills in philosophy and method. Through the course work students will acquire a capacity for self-education and the willingness to teach others. The programme aims to form a person who lives by authentic values, is prepared for genuine dialogue, and is available for the service of others. Such a person will be able to judge a situation reasonably, decide and act responsibly for the good of all, and educate others to do the same.

The academic programme is inspired by the Spirit and fulfils the norms of *Sapientia Christiana*, the decree on the Reform of Ecclesiastical Studies of Philosophy as set by the Congregation for Catholic Education and promulgated by Pope Benedict XVII, 2011; the Apostolic Constitution, *Veritatis Gaudium*, promulgated by Pope Francis, 2017 and the General Norms for Jesuit Studies.

4.30 Learning Outcomes and Competences

Upon successful completion of the program, graduates should be able to demonstrate deep critical, numerical and analytic thinking; verbal and statistical analysis. Graduates should be able to demonstrate high competence in a particular area of philosophy and general appreciation of the philosophical tradition. Most importantly, the graduate should be able to demonstrate authentic examined moral life, service to others and respect for all humanity. The graduate should become a lover of wisdom especially in the African context.

4.31 Benchmarking/ Performance matrix against best practices.

The program is comparable to some of the leading philosophy programs from world class universities offering degrees in philosophy in Africa, Europe, Asia, United States and India. Doctoral degree in University of Zimbabwe, doctorate in Philosophy , University of Nigeria Nsukka, doctorate in Philosophy from Boston College, United States, Loyola College, Chennai, India.

4.32 Program Description and Plan of Action

The AJU doctoral degree in philosophy offered in the School of Philosophy and Humanities is offered as both coursework and research-based program. It is highly competitive and only five students are accepted every year. Those who wish to take the program should apply on time for the January or August intake. Even though the university has no particular deadline for the submission of applications, it highly encouraged that those who wish to do the program should start on time.

In order to be awarded a doctor of arts in philosophy degree, a PhD applicant must meet all the requirements.

4.33 Programme Structures

The AJU doctoral degree in philosophy offered in the School of Philosophy and Humanities is offered as EITHER

- a. both coursework and research-based programme OR
- b. a research-based programme. This is offered to students who have a Masters degree in philosophy or a humanities subject and after they have selected a specialist area in which they are prepared to do research at doctoral level.

4.34 Structure of the Programme (Both Coursework and Research based)

There will be four parts of the program. (1) Part One, course work: All PhD candidates will take 16 courses covering 270-320 credits. Six of these courses will be waived if the candidate already has an MA from University of Zimbabwe. Those who obtained their Masters from other universities may do the 16 courses and some may be waved according to the departmental regulations. Two of these courses can be reading courses with particular members of faculty. Further Logic, African Philosophy will be required courses. (2) Part Two, Doctoral Comprehensive. It is expected that between one to two years into the program a candidate will sit for the Doctoral Comprehensive. This will comprise of four parts: (a) Dissertation Proposal; (b) a systematic Problem in philosophy; (c) key themes in philosophical traditions (d) two selected authors of the candidate's choosing. (3) Part Three: Research and writing of the dissertation. Having successfully defended the doctoral dissertation proposal the candidate now writes it. Prior to writing a dissertation proposal, a candidate chooses a supervisor who will advice him/her on the procedure and who will advice him on the possible date for the doctoral defense. (4) Part Four: And finally, a public defense of the doctoral dissertation will be conducted by the supervisors, and select members of the department according to Academic Regulations.

4.35 Structure of the Programme (Research based)

There will be three parts of the research-based programme. Part One will consist of formulating a Dissertation Proposal which will describe the area of study that the dissertation intends to address and the issues that it will seek to address and resolve by providing a bibliography of some of the existing the existing literature on the area of study and where the candidate believes it is inadequate in answering questions that the dissertation will identify. Part Two The candidate will defend the Dissertation Proposal before a Higher Degrees Committee which will include members with specialist knowledge of the area of study. If the candidate successfully defends the Dissertation Proposal, he or she chooses a supervisor or supervisors. If the dissertation is being written on the full-time basis, the minimum writing of the dissertation is 3 years and the maximum 5 years. If the dissertation is being written on a part time basis, the minimum writing of the dissertation is 4 years and the Maximum is six years.

When the candidate has completed his dissertation to his or her own and the supervisor's satisfaction the supervisor will ask the university to constitute an examining panel that will consist of one internal examiner who is on the academic staff of the university and two external examiners who have expertise in the field that the dissertation is concerned to address. The three examiners will allocate a grade to the dissertation and if these grades indicate that the dissertation has the merit to proceed, they will convene an examining panel and the candidate will have to make a public defence of the dissertation.

4.36 Language Requirement

PhD applicants are required to be proficient in English, and any other European, Arabic or Asian language, and an African language as may be demanded by their research. These requirements can be waived if the student provides proof or will be willing to take an examination as substitute.

4.37 Duration of the Program

For full time candidates, the minimum duration is 3 Years and Maximum 5 years.

For Part time candidates, the minimum duration is 4 Years and Maximum 6 Years.

4.38 Components of the Program

After successfully passing their doctoral comprehensive, PhD candidates are allowed to offer courses to the undergraduate students as Teaching Fellows, or Teaching Assistants under the guidance of full professors. Those who wish to be considered to teaching fellowship at AJU must attend and participate fully in the teaching seminar. Service program is part of the core requirement at AJU, PhD candidates are required to do service programs during their studies. Please consult the Dean for further details.

4.39 Courses (Course and Research Based Program)

There will be core courses and elective courses. Each course shall have 15 credits, and at least

30 hours of contact time with the lecturer.

Part 1

Core Courses

Code	Description
DPH 800	Economic Philosophy
DPH 801	Political Philosophy
DPH 803	Philosophy of Development
DPH 804	African Literature and its philosophies
DPH 805	Epistemology
DPH 806	Logic
DPH 807	African Philosophy
DPH 808	Christian Philosophy
DPH 809	Egypt-Greek Philosophy
DPH 810	A Major Philosopher

Electives Courses

DPH 811	Hermeneutics
DPH 812	Metaphysics
DPH 813	Philosophy of Religion
DPH 814	Phil. Anthropology
DPH 815	Social Philosophy
DPH 816	Legal Philosophy
DPH 817	A Major Philosopher
DPH 818	A Special Subject
DPH 819	Business Ethics
DPH 820	European Philosophy
DPH 821	Issues in Science & Religion
DPH 822	Medical Ethics
DPH 823	Christian Philosophy
DPH 824	Islamic Philosophy
DPH 825	Philosophy of Art
DPH 826	Philosophy of Education
DPH 827	Philosophy of History
DPH 828	Philosophy of Language
DPH 829	Philosophy of Literature
DPH 830	Philosophy of Mind
DPH 831	Philosophy of Science
DPH 832	Philosophical Writing
DPH 833	Philosophy of Action
DPH 834	Ethics of War
DPH 835	Phil. of Information Technology
DPH 836	Reading Course
DPH 837	Philosophy of Artificial Intelligence

Part 2

DPH 840	Dissertation (120 000-140 000 words)
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4.40 Service Program and Teaching Assistantship

Students are required to engage in a service program during the course of their studies. Each student must complete 10 Credits (50 hours of service within the years of the degree program). Competent and able who have successfully completed the masters teaching seminar may be appointed as teaching assistants to the professors.

4.41 Assessment and Examinations

Examinations shall be conducted in accordance with the General Academic Regulations. Formal research paper shall take the place of final examinations at the end of the semester in which it is taught.

4.42 Assessment of Courses

The formal examination of a course shall constitute 60% and continuous assessment 40% of the overall mark.

The research component shall be assessed through a dissertation.

4.43 Processing of Examination Results

4.43.1 Examination results shall be processed in accordance with the General Academic Regulations as stipulate in # 3.34.

4.43.2 To be eligible to proceed to Part 2, a student must pass all (10-16) courses studied with a minimum of 2.2 (Credit). Any course that is passed with 3 (Pass) or less will not be counted.

4.43.3 A student who fails a course may be allowed to repeat that course or an approved substitute, in accordance with the General and Faculty Regulations.

4.43.4 Supplementary examinations may be permitted in accordance with the General Regulations.

4.44 Partnership/Collaboration/Connection

AJU collaborates with other Jesuit institutions (International Association of Jesuit Universities) around the world in sharing resources like books, exchange of lecturers and joint programs.

4.45 Career Opportunities/Matophonic Journey.

A Senior lecturer in any area of philosophy

Advertising critical analyst.

Preparation for religious ministry in Christian churches.

A professor in philosophy

Policy analyst

4.46 Consultations/Dialogue/ Debate/ Exchange of Opinions.

At the inception of the program in 2006, there were wide consultations and dialogues between the stakeholders, the Jesuits all over Africa and Madagascar. In the recent curriculum review 2017, that was approved by the University of Zimbabwe, there were also wide consultations and deliberations at the Curriculum Review Committee, religious superiors of various congregations, faculty members, students and alumni of the College/University. Arrupe lecturers directed several PhD candidates from the University of Zimbabwe in the past few years. This program was presented to the Associate Faculty of Arts, through the Department of Religious Studies, Classics and Philosophy at the University of Zimbabwe. However, due to the associate status of the then Arrupe College, it was not granted.

4.48 Date of Implementation

August, 2020.

4.49 Costs - Human and Capital Availability or Unavailability of Resources.

Teaching and learning are done within the existing structures in the Faculty of Arts, School of Philosophy and Humanities. There is a continual return of the alumni after graduation with a doctoral degree from other universities and in the future from AJU to lecture in this program.

4.50 Entry Requirement and Aptitude Test

The entry requirement for the MPhil/DPhil is a 2.1 or Merit in the Masters Degree in Philosophy. A 2.2 or Credit may be considered based on other criteria like age, teaching experience, publications and many others. Those who enter with MA that were obtained through Arrupe College, University of Zimbabwe will be given due consideration. An Aptitude Test (ACAT) that is conducted by the University must be passed with at least 70% Average. This is to better prepare the students for the studies. The test will cover the following areas: (a) English Language: essay writing, reading and listening comprehensions, and verbal reasoning. (b) Quantitative reasoning: statistics, geometry, trigonometry and numerical reasoning. (c) Critical and Analytic Reasoning: this section will not focus on any particular content or authors but general questions on natural analytic and critical reasoning abilities of students. (d) Ethical and judgmental reasoning: Also, this will not focus on any particular ethical theories or theological teachings, but simply on the students' ability to reason out ethical questions and dilemmas. AJU is faithful to its interest in gender balance and equal opportunity and encourages women to apply, especially those from a disadvantaged background.

Please note that the application requirement includes, Writing Sample, a Statement of Purpose, and three signed letters of recommendation (sent directly to the University Admissions Office)

4.51 Award of the Degree

The degree shall be classified in accordance with the provisions of the General Academic Regulations.

DIPLOMA IN IGNATIAN SPIRITUALITY

4.60 Programme description.

This Diploma program in spirituality is targeting men and women of different religious traditions and Christian denominations and anyone who is interested in strengthening their spirituality in the Ignatian tradition in the unique African context. This programme will offer students an opportunity to assimilate deeply the Ignatian heritage and vocation, and to integrate recent academic and personal experiences of the Ignatian life. It will present students with a sampling of the very best of the Ignatian/Jesuit heritage, e.g., the person and spirit of Ignatius, the founding of the Society of Jesus, and current statements about Jesuit life. Specifically, by reading excerpts from pertinent documents and related articles by contemporary Jesuits, students will become more acquainted with Ignatius' spiritual journey, discernment for everyday life and important decisions, mission and apostolic formation, the Jesuit sense of the vows, the manifestation of conscience, the Spiritual Exercises, Ignatian prayer, and other topics. The course will blend together valuable materials from various sources.

4.60.1 Ignatian Spirituality for Everyone

This 500-year-old tradition is not for Jesuits alone. It is for everyone. St. Ignatius mandated Jesuits to offer the Spiritual Exercises as a "pathway to God" for all peoples of all nations. Thus, there is no restriction on who can take this course. It is not simply a vertical relationship with God and the person, but in relation to "others" and all creation. God's spirit runs throughout all creation and openness to that spirit implies an openness to all creatures. Our relationship with God deeply affects and transforms our relationship with ourselves, our work, family, country and with people. Thus, these courses will be offered in relation with the Ignatian Spirituality.

4.60.2 Rationale

1. It is a response to a need for spiritually and morally conscious citizens who are willing to go the extra mile to work with those most excluded in the human community through the virtue of charitable works.
2. It sets the bases for a strong spiritual awareness and moral dedication.
3. It seeks to cultivate a high level of spiritual and Christian way of living.
4. It seeks to focus the minds of the participants on importance of self development and community development through innovation.

4.60.3 Aims And Objective

1. To learn the different skills, techniques for meditation and prayer
2. To introduce the concept of various spirituality traditions
3. To educate learners who are able to judge a situation reasonably, decide and act responsibly for the good of all, and educate others to do the same in the development of their communities.
4. To create the spiritual foundation for the flourishing of Education 5.0.

4.60.4 Outcomes Of The Programme

1. An acquisition of spiritual intelligence in dealing with the things of the heart and of morals
2. A deep sense of spiritual self, divine presence and its manifestation in daily interaction with people and with the common home, the environment.
3. A strong moral awareness and the determination to fight evils and corruptions in the society through prayer and charity
4. A firm foundation for a focused mind in the flourishing of Education 5.0

Entry Requirement:	
IGS114 Ignatian Spirituality in Daily Life and Service Program: 35 Days (36)	
All students will be required to undergo the Ignatian Retreat in Daily life and the Service Program. A qualified Spiritual Director will direct each student. The Service Program Director will supervise the Service Program component. OR The Ignatian Spiritual Exercises in daily life. The best way to understand and be inspired by St. Ignatius' Spiritual Exercises is actually to do them rather than to learn about them. Students will be offered the opportunity to do the Exercises in daily life.	
First Year	
Semester One (72)	Semester Two (72)
IGS101 Introduction to Ignatian Spirituality (12)	IGS107 Ignatian Spirituality (Retreat Practicum) (12)
IGS102 Introduction to World Spiritualities (12)	IGS108 Social Ignatian Spirituality (12)
IGS103 Old Testaments foundations of Ignatian Spirituality (12)	IGS109 Metaphysic of Ignatian Spirituality (12)
IGS104 Epistemology of Ignatian Spirituality (12)	IGS110 Leadership and Ignatian Spirituality (12)
IGS105 Psychological Foundation of Ignatian Spirituality (12)	IGS111 New Testament Foundations of Ignatian Spirituality (12)
IGS106 African Traditions and Ignatian Spirituality (12)	IGS112 Pentecostalism in Africa and Ignatian Spirituality (12)
	Elective: Second Vatican Council and Ignatian Spirituality
	Elective: Ignatian Pedagogy Paradigm
Total Number of Notional Credits: 180	

4.60.5 Course Descriptions

IGS101 Introduction to Ignatian Spirituality

This course will be offered after the students have completed the Spiritual Exercises of St. Ignatius. It will introduce the meditations, prayers, and the theology, metaphysics epistemology, and psychology of Ignatian Spirituality.

IGS102 Introduction to World Spiritualities

There are different religious traditions and there are numerous spiritualities. However, this course will focus on Christian spiritualities that recognize the importance of the “other” in human relations and in relations with the divine. This course will recognize and acknowledge the various backgrounds of the students and urge them to reflect more about their motivations and their general spiritual well being. This will be in comparison to the Ignatian Spirituality.

IGS108 Social Ignatian Spirituality

Spirituality transforms my personal life, but in so doing it radiates out to others and society. It brings the compassion of Christ to the poor and suffering. It brings the Kingdom of God into society by striving for a better world. The first expression of my spirituality is in my community life and in my relationship with family, friends and the wider Christian community. The course will examine tools for doing this, e.g. applied Church Social Teaching, Social Analysis etc.

IGS105 Psychological foundations of Ignatian spirituality.

This course will deal with the stages of growth, personality types and tests etc and their relationship with spirituality and human relationship with the divine.

IGS107 Ignatian Spirituality Practicum.

This course will teach the knowledge and skills necessary for retreat giving, spiritual direction, and decision making and discernment of spirits.

IGS108 African Traditions and Spirituality

A look at the main characteristics of African culture, especially Zimbabwean culture. How Christian spirituality fits into this (or in some instances doesn't). How to make our spirituality relevant to our present context. Does witchcraft exist among Christians?

IGS109 Pentecostalism and Ignatian Spirituality

This would look at both traditional African contemporary forms of pentecostalist, prophetic and indigenous (e.g. Vapostori) churches. In juxtaposition with the popular loud praise and worship style of Pentecostalism, Ignatian Spirituality will present quite prayers and silent contemplations.

IGS109 Science and Ignatian Spirituality

The modern world is increasingly dominated by a scientific culture. Is this compatible with a Christian spirituality? The prominence of gadgetry, computers, cell, smart, i-phones, internet etc. Is this helpful or detrimental to our spirituality? This course will deal with finding God even in the human sciences.

IGS110 Leadership and Ignatian Spirituality

This course will explore the connection between leadership and spirituality especially in the religious contexts. The following topics will be dealt with:

- a. Leadership styles.
- b. Leadership skills.
- c. Communication skills.
- d. Writing skills. Academic and administrative writing.
- e. Relational skills and emotional intelligence.
- f. Project management and simple accounting.

APH 109 The Second Vatican Council and Ignatian Spirituality

A study of the Second Vatican Council (1962–65) begins with its theological and ecclesial context and focuses on its central documents and speeches. The course tries to help the student appreciate the underlying theologies of these texts, especially by contrasting them with prior church teachings. The course concludes by assessing the successes and failures of the council's implementation, and by proposing agenda for the next ecumenical council (Nairobi, or Delhi, or Rio de Janeiro I). (15 Credits)

IGS103 Old Testament Foundations of Ignatian Spirituality (APH 308)

This course is a study of prophets and prophecies, especially in relation to issues of social justice and community renewal, in the classic prophetic books of the Old Testament. It will explore the scriptural foundations of the Spiritual Exercises of Ignatius (15 Credits)

IGS111 New Testament Foundations of Ignatian Spirituality (APH 407)

This course reflects on one selected synoptic gospel against the background of all three, paying particular attention to the development of gospel narrative. Attention is paid to the evolution of methods of interpretation and to the significance of the narratives for contemporary Africans. Ignatian spirituality is based on the life of Jesus Christ. This course will explore the scriptural foundations of Ignatian Spirituality. (15 Credits)

4.60.6 Entry Requirements, Accreditation and Fees

Entry requirement would be 5 O'Levels. (Or a seven to ten-year working experience in relevant field)

4.60.6.1 Special Entry/Mature Entry

- a. Special entry is for males 30 years and females 25 years and older and requires at least five passes at the Ordinary level, or relevant accredited certifications and experience in virtue of which the University considers them ready for a diploma programme.
- b. Students would receive an Arrupe Jesuit University diploma.

4.60.7 Types Of Courses and Duration

- a. One-year part-time certificate to run on Saturdays (to accommodate working people) and one-week block lectures each semester.
- b. Two-year part-time diploma. Also run on Saturdays and one-week block lectures every semester.

BACHELOR OF COMMERCE HONOURS DEGREE IN ACCOUNTING AND MANAGEMENT.

5.0 Programme Description

- 5.0.1** This degree belongs to the proposed School of Management and Development that is currently housed by the School of Philosophy and Humanities. The degree course consists of four years of education at the Arrupe Jesuit University campus.
- 5.0.2** The first and second years of the programme will consist of courses taken on twelve-week basis. There is a Service Program at the end of the first year. The third year is for internship and the fourth year consists of theoretical courses and a final project.
- 5.0.3** This academic qualification also embeds the content required for application for exemptions of the Association of Chartered Certified Accountants (ACCA) Applied Knowledge and Applied Skills examinations
- 5.0.4** The process of getting the exemptions will be through a formal application by the Graduate of Arrupe Jesuit University to ACCA.

5.1 Entry Requirements

- A) Normal Entry requirement - 5 O' Levels and 2 A' Levels
- B) Mature entry based on age
- C) Special Entry with ACCA Exemptions (On case-by-case basis - exemption from 3 Year for those who are working - 2 -3 years to complete the degree)
- D) Special Entry for those with (2- 3 Year) Diploma in Accounting or in Management
- E) Special Entry for those with (2 Year) Diploma in Accounting with ACCA Exemptions

5.2 Goals of the Program

To develop skills and competencies of the student in the field of accounting and management

1. To provide students with a broad understanding of accounting principles, processes and procedures and enhancing the practical application of international accounting and financial reporting standards
2. To educate learners who are able to judge a situation reasonably, decide and act responsibly for the good of all, and educate others to do the same with respect to accounting and management.
3. To prepare students for future work life through a One (1) year Industrial Attachment.
4. To increase students' chances of success in the local and international professional certifications.

5.3 Rationale for the Programme

1. It is a response to a need for morally conscious accountant and financial managers in our institutions and in the country.
2. It sets the bases for proper accounting, management, financial reporting and ethical responsibility.
3. It seeks to cultivate a high level of intellectual reasoning in learners which can be of use in theoretical and practical spheres of life.

5.4 Outcome of the Programme

1. A new generation of accountants who are technology savvy
2. A transformation of the financial and managerial standards of organizations
3. A direct impact on the culture of corruption, embezzlement and financial fraud in organizations
4. Entrepreneurship and Job creation opportunities with people

5.5 The Target Groups

The students will come from Zimbabwe, SADC and African countries and beyond. The main target are young and passionate students who are interested in accounting and management.

5.6 Assessment and Examinations

The University criteria as stipulated in the general academic regulations #3.19 - #3.23 above shall apply.

5.7 Course Evaluations and Assessment

The evaluation of a student is based upon

- (i) assessment of work during the course, i.e., written or oral assignments, essays, midterm tests, and projects; and
- (ii) (ii) a final examination.

Course work assessment is worth 50% of the mark for the course, the formal examination worth 50%. The Academic Council must approve exceptions to this weighting.

In accord with the purpose of each course, each lecturer will determine the relative weighting of the course's various items for continuing assessment, items that together are worth 50% of the mark for the course. The Dean will approve this weighting, and the lecturer will communicate it to all students at the beginning of the course. The lecturer will maintain written records of each student's performance during the course.

Programme Assessment (Describe and indicate percentage [%])	
Coursework	It contributes 50% of the final mark for all the years (1,2&4);

	Is comprised of individual/group assignments, in-class tests, quizzes, field reports, presentations and written reports, community and industrial engagement/exposure, seminars/workshops and participation in professional subject societies.
By Dissertation	100% for the module
Written Examinations	It contributes 50% of the final mark for years (1,2 &4); comprises theory papers, computer based (practical) examination and research projects.

5.8 Course Synopses

Year 1.

Semester 1

1. ACM 101 Accountant in Business

To provide students with an understanding of basic accounting principles, concepts and processes in financial accounting. It will enable the learner to identify, record and account for basic business transactions and events so as to provide accounting information to facilitate decision making processes that will be beneficial to organisations. To apply theory to solving practical problems as well as to appreciate the role of the accountant in businesses.

2. ACM 102 Micro Economics

The course illustrates the way in which economists view the world. You will learn about basic tools of micro- and macroeconomic analysis and, by applying them, you will understand the behaviour of households, firms and government. Problems include: trade and specialization; the operation of markets; industrial structure and economic welfare; the determination of aggregate output and price level; fiscal and monetary policy and foreign exchange rate.

3. ACM 103 Business Mathematics

This course provides the student with skills in calculating specific business mathematics applications such as checking accounts, payroll, taxes, invoices, cash discounts, trade discounts, inventories, simple and compound interest, annuities, mortgages, depreciations, and financial statements. It also offers skills in business statistics basic computation, presentation, and analysis.

5. ACM 104 Introduction to Business Management

As an introduction to business management, it will focus on organizing, analysing and planning business operations. It will teach students the basic principles and concepts of business management both of large corporation and small-scale business ventures. It will aim to deepen the knowledge and skills of future finance managers, investment bankers and financial decision makers.

6. TFT 310 African Economic History

This course reflects on diverse histories experienced, remembered, recounted and often in some ways invented by peoples from various communities. Recognition and appreciation of this diversity can help Africans transform a source of bafflement into a source of wisdom, energy, and respect for others and for themselves. In-depth case

studies from different periods of history and different parts of the continent are undertaken to develop students' capability to read histories critically and enable those histories to shed light on current events and on reasonable hopes for the future.

7. TFT311 Development Business writing and communication

This course is designed to help students further develop and polish their skills in specifically academic writing.

Students are guided through the process of preparing, writing, and presenting formal papers. Exercises are designed to develop students' talents in various modes of written and oral communications, including descriptive, narrative, expository, and argumentative writing. Reviews of grammar, mechanics, and usage are conducted. The issue of plagiarism is explored in detail, and effective ways to avoid plagiarism are presented.

8. ACM 108 (Elective) French, Swahili, and or Portuguese

In this elective course, students will choose between these offered courses from an elementary to intermediate levels.

Semester 2

9. ACM 105 Corporate Finance / Financial Management

The focus of this Module is to take on board those who may not have been exposed to Economics, Accounting at their first-degree level and therefore basic broad Economics and Accounting Concepts are introduced here to assist the student gravitate to more complex Financial Management in the later stages of the degree programme. Course work with carry 50 % while Examinations will also carry 50% therefore it is imperative that the students should individually and in groups if requested to make sure that they work on the individual and group assignments and submit on time for marking.

10. ICT 145 Information & Communication Technology / Business and Technology.

The students will gain knowledge about various information technology resources available and understand the process of acquiring, developing and manipulating them. They will also learn how to control and audit information systems. The students should be able to; Learn basic terminology and provide an overview of IS topics, learn transaction processing in automated systems presenting basic information input/output, processing and data storage concepts, and cover three of the most important tools and techniques used to understand, evaluate, design and document information systems; such as data flow diagrams, business flow diagrams and flow charts.

11. ACM 106 Macro Economics

The module will deal with the actions and decisions of individual agents with respect to the economy, households, workers, businesses and the economy of the country. The main focus of this course is Zimbabwean economy and other examples will be drawn from other countries as well.

12. ACM 107 Business Law / Corporate and Business Law.

Business and Corporate law, is a compulsory level one course for all accounting and finance students and is optional for other departments. The course is built on the knowledge of basic principles and concepts of business law. This course aims to give students a general introduction to various rules and principles which the Zimbabwean Business and Corporate sector uses to construct the correct business practices. This course covers topics such as: Introduction to law, Principles of Contract law (various special types of contracts Principles of sales and Special sales, principles of lease), Principles of law of Agency, Introduction to corporate law and practice and Principles of insolvency law (both Individual and Corporate), Essential elements of the legal system Obligations, Employment law, Formation and constitution of business organisations, Financing companies, Management, administration, and regulation of companies and Corporate fraudulent and criminal behaviour.

13. APH 110 African Philosophy, Ethics and Ignatian Spirituality.

This course focuses on the common history of the African peoples based on the archaeological findings, linguistic commonality and the geo-political relations. Students will gain a deeper and broader historical consciousness of their common ancestral heritages and common destiny as a people. The works of Chiekh Anta Diop and Theophil Obenga are invaluable in this course. It introduces students to the practice of philosophising by examining African philosophies. The focus is on central topics and themes, including interpretations of time, nature, gods/God, person (including the stages of the human life cycle), community (social roles and ethical norms), politics and political structures, virtues and vices, death and life after death.

Year 2

Semester 1

14. ACM 201 Financial Management

The module aims to enable students to appreciate the role of financial management in organization. The details of areas to be covered are as follows :The Financial Management Function, Investment Appraisal Techniques such as IRR and NPV, Asset Investment decisions and capital rationing, Investment appraisal under uncertainty, Working capital management - inventory control, Working capital management - accounts receivable and payable, Working capital management - cash and funding strategies, Economic environment for business, Financial markets and the treasury function, Foreign exchange risk, Interest rate risk, Dividend policy and financial ratios

15. ACM 202 Financial Accounting

The main objective of the course is to build on knowledge obtained in Introductory Financial Accounting and gain an understanding of more advanced topics in this subject. A key aspect of the course is the preparation of the financial statements of limited liability companies in accordance with the requirements of the International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS) and applicable laws of Zimbabwe. Some of the aims of the course are to provide continuity with the Introductory Financial Accounting course, examine a working

knowledge of examinable IAS and IFRS at this level and to develop an interest in and understanding of more advanced applications of financial accounting in the formal sector of the economy among others.

16. ACM 203 Management Accounting

The purpose of the course is for the student to gain the necessary knowledge, skills, attitudes and competencies to analyse and solve problems relating to the general principles of management accounting, with specific reference to relevant costing, budgeting, basic variance analysis and new perspectives in management accounting.

17. ACM 204 Introduction to Taxation

The module develops on the fundamentals learnt in the module Principles of taxation and planning. The module is designed for learners who want to obtain subsequent knowledge of Zimbabwean income taxation of incorporated businesses including specialised trades such as mining and farming. The module also deals with taxation of special taxpayers who include partnerships, trusts and deceased estates. While the foundation has been laid in principles of taxation and planning that are critical for those who seek a career within the accounting profession, they are essential for all who are in the field of business as taxes are often the largest single expense of most traders such as companies. The module develops on the determination of tax obligations for traders. Upon completion of this module learners should have a good understanding of the theoretical and technical aspects of the tax law and computation of tax for traders.

18. ACM 20 Audit Theory and Practice / Auditing Principles and Policies.

The main objective of the course is to build foundational knowledge of Audit. This course is meant to prepare student for both a theoretical appreciation of Auditing and an introductory aspect on application. The details of the syllabus coverage are: Audit Framework and Regulations, Internal Audit, Planning and Risk Assessment, Internal Control, Audit Evidence, Review, and Reporting

19. TFT 411 Research Methods

This course will equip students with the necessary social science research and statistical skills to conduct, tabulate, and analyze their research projects using tools like SPSS and Mat lab. The following are some of the topics to be covered in the Research Methods Module: Definition of Research and Research Methods, The scientific method applied to social reality, Research Ethics, Problem conception and background information, Types of research and Research findings and dissemination among others

20. ACM 206 Corporate Finance / Financial Management

The module seeks to apply knowledge learnt in Corporate Finance 1. Topics covered include: Valuation of securities, Computing the weighted average cost of capital, Making lease or Buy decisions and the dynamics of working capital management among others.

Semester 2

21. ACM 207 Performance Management

The module covers specialist Cost and Management Accounting Techniques such as: Activity Based Costing, Life Cycle Costing, Target Costing, Throughput Accounting, Environmental Accounting and Decision Making among others. The techniques dealt with include the Relevant Cost Analysis, Cost Volume Profit Analysis, Limiting Factors, Pricing Decisions, Make or Buy and other short-term Decisions, Dealing with Risk and Uncertainty in Decision Making, Standard Costing and Variance Analysis to capture the following aspects, Performance Analysis in NGOs and the Public Sector and External Considerations and Behavioural aspects among others.

22. ACM 208 Corporate governance

Governance and Ethics is a core component of the knowledge and skill base of today's professionals in accounting & management. As key business decision-makers, accountants & finance specialists must be proficient in regulatory regimes, compliance requirements, and governance mechanisms to ensure lawful, ethical and effective corporate behaviour and operations. From an individual perspective, this module provides candidates with the analytical and decision-making skills and knowledge to identify and resolve professional and governance issues. The skills and knowledge obtained in this unit are also important for subjects that specialise in the functional disciplines of accounting such as Advanced Taxation, Financial Reporting, Strategic Management Accounting and Advanced Audit and Assurance. More than ever, today's professionals in accounting & finance are less involved in traditional accounting functions and are more concerned with leadership and management. Today's professionals in accounting & Management are leaders in their field providing key support to senior management and are directly involved in many important decisions. An understanding of ethics and governance is essential to those in leadership roles, and to those who support their leaders. This subject not only develops an awareness of corporate governance but also helps members (and those whom they support) in discharging their duties and responsibilities in an ethical manner.

23. ACM 209 Social Corporate responsibility (CSR)

This course will use social studies and analysis to explore the social responsibilities of corporations in the society. It will tackle issues such as; defining Corporate Social Responsibility from different angles, how an ethical approach to business can focus on the civic duty of the corporation, its actions and operations and their benefits to the common good, and especially to our common home. It will also involve case study of scandals around CSR and the nature of CSR in the wider world and CSR in Zimbabwe in particular.

24. ACM 210 ICT & Forensic Auditing

This course will build on the ICT1145 and further the role of ICT in digital audits. It will also cover the area of computer forensics in accounting and corporate governance. The issues of digital frauds, data manipulation, security and data recovery will be covered. The following materials will be covered under this module Fraud Prevention, Definitions of Fraud and other economic crimes, Methods of Fraud

Prevention, Role of different players in fraud prevention, Essential requirements for adequate fraud prevention, Fraud risk assessment and Prevention strategies

25. TFT 401 Project management

The project management is one of the key courses in the study of the Accounting and Management degree programme and recognises the student's capability to conduct research. Some issues covered include; Definition of Project management, Identification of Projects, Bidding for Projects, Conditions/guidelines in Project Management, Planning, Budgeting and budget utilisation, Variance analysis, Implementation, Monitoring and evaluation, Reporting and Closure

Year 3

26. ACM 301 Industrial Attachment (Semester I)

In line the AJU policies, students in this degree programme must complete eight to twelve months of closely supervised internship in a reputable institution. The students will secure the internships themselves with the help of the Programme Coordinator and the policy for internship must be followed. Students may be allowed to undertake internship positions in other countries, as long as they are able to fund their trip and the supervisor is able to conduct his inspection without any hindrance. The use of ICT whenever possible should be encouraged.

27. ACM 302 Industrial Attachment (Semester II)

During the internship months, each student must identify and carry out an internship project. This must be approved by the Dean of the School and the Programme Coordinator. The student will make an Internship Project Presentation upon their return to School from the Industrial Attachment program.

Year 4

Semester 1

28. ACM 401 Financial Reporting

The main objective of the course is to build on knowledge obtained in Introductory Financial Accounting and gain an understanding of more advanced topics in this subject. A key aspect of the course is the preparation of the financial statements of limited liability companies in accordance with the requirements of the International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS). The major benefits for the students are that they will be in a position to make an important contribution to the requirements of their employers when they go to their industrial attachment during the third year of their studies.

29. ACM 402 Advanced Management Accounting

The focus of this course is to develop further Management accounting concepts learnt earlier as well as introduce advanced topics necessary in the decision-making process undertaken by management. Management accountants will optimise performance only if they choose and apply the appropriate management information to the

decisions they have to take. The course considers how to select relevant information and the ways in which it can be used.

30. ACM 403 Advanced Taxation

This course builds on ACM203 (Introduction to Taxation). It will cover advanced knowledge and skills necessary for professional judgment, information and advice on businesses that have major financial implications. The aim of the syllabus is to apply relevant knowledge, skills and exercise professional judgement in providing relevant information and advice to individuals and businesses on the impact of the major taxes on financial decisions and situations. The Advanced Taxation syllabus further develops the key aspects of taxation introduced in the compulsory Taxation syllabus within the Skills module and extends the candidates' knowledge of the tax system, together with their ability to apply that knowledge to the issues commonly encountered by individuals and businesses; such that successful candidates should have the ability to interpret and analyse the information provided and communicate the outcomes in a manner appropriate to the intended audience.

31. ACM 404 Advanced Audit and Assurance

The main objective of the course is to build foundational knowledge of Audit. This course is meant to prepare student for both a theoretical appreciation of Auditing and an introductory aspect on application. Topics to be covered include; Regulatory Environment, Professional and Ethical Considerations, Practice Management, Audit of Historical Financial Information, Reporting and Current Issues and Developments in Auditing.

32. ACM 405 Global Finance and Development

This course is a build-up from other earlier on finance courses. It covers the theory and practice of International Finance, focusing on the international financial systems, and impact of globalisation, world trade and economic integration on the international financial systems, including historical developments. The course specifically deals with the international financial system, world foreign exchange markets, the risks of holding assets and liabilities in foreign currency, management and control of risk, balance of payments, financing of international trade, foreign direct investment, operation of world capital markets and international capital budgeting.

33. ACM 406 Advanced Business Mathematics

This course will focus on advanced levels of ACM103. The Advanced Business Mathematics will cover particular topics in mathematics, statistical concepts and principles, accounting concepts, and mathematical formulas that are prevalent in the business world.

Semester 2

34. ACM 407 Ethics in Business

This course builds on ACM209 on Social Corporate Responsibility. The Ethics in Business is an advanced level course on Individual and corporate social

responsibilities, Definitions of different types of ethics and on the history of ethics and current developments. The student will learn case based ethical theories and moral reasoning at the highest level.

35. ACM 408 Research Project

This is a research component where students are expected to carry out research on any auditing, accounting, taxation and costing topic where they are expected to apply theory learnt during the course of the programme.

36. ACM 409 Elective: Social entrepreneurship

This course requires students to use a disciplined market-based approach to refining business plan recommendations for developing a sustainable and scalable solution. This analysis will encompass an assessment of strategy, environment analysis, and market segmentation. It will also encompass an assessment of critical success factors in value chain innovation, operations, and human talent, as well as organization and governance considerations. Particular attention will focus on business model innovation and the validity of assumptions about revenue and expense drivers, as well as the effective use of metrics to support continuous innovation adaptation, and learning, and to assess both social impact and financial viability. It mirrors the workplace and provides you with real world challenges allowing you to demonstrate a blend of technical, practical and professional skills. Work through the Ethics and Professional Skills module either before you start, or alongside your studies. This gives one an insight into professional skills that one can apply in one's examination and in the workplace.

**SCHOOL OF EDUCATION
AND
LEADERSHIP**

BACHELOR OF ARTS HONOURS IN TRANSFORMATIONAL LEADERSHIP

6.0 Programme Description

The degree course consists of two or four years of education at the Arrupe Jesuit University campus. For the four-year programme, the first and second years of the programme will consist of courses taken on twelve-week basis and followed by a field project. The third and fourth years consist of theoretical courses and a final project. The applied field work in the home communities of the students supported by experienced mentors. The unique nature of this course lies in its emphasis on the transformation of destructive development structures through the conscientization and mobilization of disempowered people. The focus is predominantly aimed at community-level activism although it includes policy analysis and advocacy. The course methodology is based on the work of Paulo Freire and other similar development thinkers, and the content renewed and contextualized to address the particular problems of the 21st century.

6.0.1 Goals of the Program

1. To build a new level of leadership in the development education field that is grounded in good theory and practice.
2. To build the knowledge base, analytic abilities and skills of teams from NGOs and community organisations to empower local self-reliant community development efforts and to link these efforts within wider global and national movements within civil society.
3. To build the confidence and skills of students to work with and challenge their governments to ensure the adoption of macro-economic policies that are to the advantage of the marginalized.
4. To deepen the vision, values and commitment to justice, peace and a culture of caring.

6.0.2 Objectives.

1. To review development problems and issues locally, nationally and globally.
2. To examine how development processes respond to fundamental human needs.
3. To examine behavioral manifestations of inappropriate responses to human needs.
4. To introduce the concept of gender and feminism in development.
5. To examine the impact of culture on development.
6. To explore the role and effect of eco-spirituality in development.

7. To highlight the importance of an awareness of HIV/AIDS and best practice in dealing with this issue.
8. To examine different ways of learning and to highlight the role of critical pedagogy and popular education in facilitating change processes.
9. To contribute to the building of social movements.
10. Skills in facilitation animation.
11. Freire conscientization.

6.0.3 Entry Requirement

The entry requirement for the degree programme will be five O Level passes including English and two A Level passes.

6.0.4 Special Entry

The special entry is for students who have completed a certificate or a diploma in training for transformation from the Grail Centre in South Africa or elsewhere. Special consideration will be given for the following candidates:

1. women and men who have been trainers, with at least 2 – 3 years of experience with grassroots groups, willing to analyse their programmes and their commitment
2. people who work directly with grassroots groups
3. people capable of understanding their national economy, and who demonstrate the ability to see beyond their local community and to study global trends
4. people who will commit themselves to their organisation and to this programme for a minimum of three years

6.0.5 Assessment and Examinations

6.0.5.1 The University criteria as stipulated in the general academic regulations #3.19 to #3.23 above shall apply.

6.0.5.2 Activities expected of students before course one

1. To commit themselves to a team from their area, which will work under the guidance of an appointed mentor for a period of three years.
2. To attend a workshop on the Paulo Freire methodology and read Book I of Training for Transformation before the course commences; and
3. To do a listening survey with other team members in order to assess peoples' perception of problems, needs and potential in their area. Students will also be provided with a comprehensive soft copy reader containing prescribed reading material, which has to be read systematically during the course.

6.1 Programme of Study

Credit is given for each course according to the notional hours assigned to it in a week. The twelve weeks of teaching per semester will be 480-560 for the four-year program.

YEAR 1:	
FIRST SEMESTER (84 Credits)	SECOND SEMESTER (82 Credits)

TFT101 Introduction to Capacity Building Studies (12)	TFT106 Introduction to Spirituality (12)
TFT102 Introduction to Transformative Development (12)	TFT107 Gender Studies (12)
TFT103 Adult and Popular Education (12)	TFT108 Introduction to Organisational Development (12)

TFT104 Paulo Freire in Practice I (24)	TFT109 Strategic Thinking and Planning (12)
TFT105 Introduction to Political Economy (12)	TFT110 Lobbying & Advocacy (12)
TFT111 Academic Writing (12)	TFT112 Oral Communication (10)
	TFT113 Introduction to Theories of Development (12)

YEAR ONE FIELD PRACTICE DURING HOLIDAYS (16 Credits)

TFT114 Year One Field Practice: Learning Teaching Teams (10)

TFT115 Field Placement review and reviewing Freire (6)

YEAR 2

FIRST SEMESTER (84 Credits)

SECOND SEMESTER (84 Credits)

TFT201 Strategic Community Life Management (12)	TFT208 Paulo Freire in Practice II (12)
TFT202 Global Transformative Development Studies (12)	TFT209 Eco-spirituality (12)
TFT203 Culture & Development (12)	TFT210 Climatic Change and Conflict Transformation (12)
TFT204 Political economy (12)	TFT211 Gender reconciliation (12)
TFT205 Social Business (12)	TFT212 Social research (12)
TFT206 Sustainable Organisational Development (12)	TFT207 Social movements and Organisation (12)
Elective: (12)	Elective: (12)

YEAR TWO FIELD PRACTICE DURING HOLIDAYS (12 Credits)

TFT208 Year Two Field Practice: Practical Application of Part One of An Action Research Project (12) e.g., Compiling A Literature Review and Conducting Interviews on A Specific Relevant Social Issue	
YEAR 3	
FIRST SEMESTER (81 Credits)	SECOND SEMESTER (78 Credits)
TFT301 Personal development and group dynamics (12)	TFT306 Ethics and the philosophy of development (12)
TFT302 Society Studies (12)	TFT307 Ignatian Spirituality (12)
TFT303 Transformative development and Education (15)	TFT308 ICT and Development (15)
TFT304 Contemporary Theories of development (15)	TFT313 Leadership and Governance Studies (12)
TFT305 Philosophy of Paulo Freire (15)	TFT309 Research Methodology (12)
Elective: (12)	TFT310 African Economic history (15)
YEAR 4	
FIRST SEMESTER (22 Credits)	SECOND SEMESTER (48 Credits)
TFT411 Field Research and Preparing to Write a Dissertation (12)	TFT412 Dissertation (24)
TFT501 Service Programme (10)	Elective: (12)
	Elective: (12)

6.2 Course Synopses.

YEAR ONE: TWO SEMESTERS - EACH SEMESTER IS TWELVE WEEKS RESIDENTIAL

Each course consists of between 35 and 40 contact hours. Some of these will be spent teaching, and some on the facilitation of the processing and personal integration of course material.

SEMESTER I

1. TFT101 Introduction to Community Capacity Building

Description: Based on the understanding that “change begins with me” and that we are inherently social beings, this combination of two modules focuses on the two interrelated domains of personal development and group formation. It emphasizes and enhances the skills of self-awareness and relatedness to others while simultaneously increasing group cohesion and a sense of community.

Content:

- Theory and practice of introspection
- Personal and collective expectations and intentions

- Contracting group norms and values • Life story sharing
- Personal goal setting (learning goals)
- Time management
- Perceptions and assumptions of self and others
- Identifying support mechanisms to meet needs
- Giving and receiving feedback
- Team building

Duration: Two weeks: Credits: 12

2. TFT102 Introduction to Transformative Development

Description: This module explores different dimensions of development as contextualized in lived reality and experience of the world. By working towards a common understanding of the meaning of “transformation”, “development”, and “liberation”, this module introduces the concept of transformative development, and is comprised of two interwoven sections:

- Tools of transformative development
- Global trends in Development: Themes include: migration, conflict, state formations.

Content:

- Understanding the shape of our world: local and global influences on our community and regional realities
- Local and global analysis
- Images of development
- Needs assessment and exploring fundamental human needs
- Interrogating various approaches to poverty
- Values that facilitate and hinder development
- Global trends and development

Duration: Two weeks: Credits: 12

3. TFT103 Adult and Popular Education

Description: This module explores the development and theoretical underpinnings of popular education, and familiarizes students with the work of Paulo Freire.

Content:

- Brief outline of adult education and its theoretical underpinnings
- The difference between adult education and popular education
- Brief outline of popular education and its theoretical underpinnings
- The role of adult and popular education in Freire’s work in Latin America
- Contemporary images of popular education
- Other popular education theories/methodologies that have transformational goals, objectives and applications, such as the theories

formulated by the Feminist and Environmental movements, by Liberation theologians, and other forms of experience-centered learning

- Freire's principles and popular education

Duration: Two weeks: Credits: 12

4. TFT104 Paulo Freire in Practice I

Description: This module focuses on the application of theory and assists students in understanding and practising the various skills needed for conducting a learning event using the Freirian problem-posing method.

Content:

- Freire and Training for Transformation methodology
- Conducting a listening survey
- Developing problem-posing materials from a generative theme in the community
- Designing and conducting a learning event in teams
- Facilitation/animation skills
- Giving and receiving feedback

Duration: Four weeks: Credits: 24

5. TFT105 Introduction to Political Economy

Description: Framed by a historical understanding of development from the colonial era to present - using the lens of economics - this module unpacks the meaning and discourse of political economy. It explores the various ways in which global power relations shape issues of survival at local levels in society.

Content:

- A review of the history of development, from the colonial age to the present, with particular emphasis on economic development, during particularly the period from 1945 to the present;
- The meaning of Political Economy
- Political economy as a framework for analysis
- The Gramscian Dynamic model
- Social indicators in development work
- GDP and its alternatives

Duration: Two weeks: Credits: 12

6. TFT111 Academic Writing

This course is designed to help students further develop and polish their skills in specifically academic writing. Students are guided through the process of preparing, writing, and presenting formal papers. Exercises are designed to develop students' talents in various modes of written communication, including descriptive, narrative, expository, and argumentative writing. Reviews of grammar, mechanics, and usage

are conducted. The issue of plagiarism is explored in detail, and effective ways to avoid plagiarism are presented. **Duration:** Two Weeks: Credits: 12

SEMESTER II

7. TFT106 Introduction to Spirituality

Description: This module is a broad, introductory exploration of the concept of spirituality. It reflects on the link between spirituality and values, nature and issues of social justice.

Content:

- Personal interpretations of spirituality
- The difference between religion and spirituality
- Images of God
- Spirituality and values
- Spirituality and social justice

Duration: Two weeks: Credits: 12

8. TFT107 Gender Studies

Description: This course introduces the concept of gender, looking at the social construction of gender roles and the meaning and manifestation of patriarchy at various levels of society.

Content:

- The difference between sex and gender
- Our gendered experiences of development from childhood
- Dominant gender roles and the social construction of gender
- Defining Patriarchy
- Identifying how patriarchy works privately and publicly in society

Duration: Two weeks: Credits: 12

9. TFT108 Introduction to Organisational Development

Description: Based on the theoretical framework of a learning organization, this course unpacks the various elements and phases in the life of an organization. It also interrogates the ways in which goals, roles and relationships impact on the work of the organization.

Content:

- Defining organizational development
- What is a learning organization?
- Phases and elements of organizational life
- Organisational leadership versus management
- Working towards coherence between organizational vision, mission, objectives and action
- Goal, roles and relationships within an organization

Appreciative Inquiry

Duration: Two weeks: Credits: 12

10. TFT109 Strategic Thinking and Planning

Description: This course focuses on the increasing the capacity for setting goals, accessing strategic information and alliances in organizing for action.

Content:

- The process and skills related to strategic thinking
- The steps and context of strategic planning
- Programme design and the implementation of a plan in the field.

Duration: Two weeks: Credits: 12

11. TFT110 Lobbying & Advocacy

Description: This course considers best practice in strategies of lobbying and advocacy around relevant developmental issues. This includes the ability to conduct a stakeholder analysis.

Content:

- Definitions of lobbying
- Definitions of advocacy
- Stakeholders analysis
- Understanding government policy making procedures
- Strategic entry points for lobby and advocacy networks, relations and work
- Practical skills of lobbying and advocacy

Duration: Two weeks: Credits: 12

12. Oral Communication

This course is not attempted to eliminate accents or dialects, but aim at speech that is clear, firm and vital with firm, clear consonants and open, unclipped vowels. It considers vocal dynamics (stress, slide, pace, pause), address particular individual problems with diction, and give instruction in non-verbal communication (posture, gesture, movement, facial expression). The course is scheduled so that often the class can be divided into groups to facilitate exercises. Public reading, presentation of papers, and other appropriate exercises in speech done throughout all eight semesters will supplement the work done on oral communication this semester.

13. TFT111 YEAR ONE FIELD PRACTICE: LEARNING TEACHING TEAMS

Description: In this practical course students put the theory and learning into practice by designing and conducting a learning event in the community on a theme that is relevant to that specific community. It is expected that students will spend at least 100 -150 hours on the field practice.

Content:

- Conducting a listening survey
- Designing and conduct a learning event in community
- Writing a report on the learning event

Duration: 6 - 8 Weeks: Credits: 10

14. TFT112 Field Placement review

Description: A reflection on the experience of the practical field placement, exploring and building on the learning and areas of growth from putting theory into practice

Content:

- Sharing of experiences of the field placement, critiquing and evaluating the following pre-determined indicator areas and related themes:
 - The educational design of the field placement experience
 - The socio-economic/ cultural /political profile of community
 - Listening survey and identifying the generative theme
 - Facilitation skills
 - Team relations
 - Transformational action or practice
 - Allies developed or built
 - Leadership styles used during their practice period
- Personal growth

Duration: Two weeks: Credits: 6

YEAR TWO: TWO SEMESTERS – EACH SEMESTER IS TWELVE WEEKS

RESIDENTIAL

12 Courses

SEMESTER I

1. TFT201 Strategic Community Life Management

Description: This course combines a focus on the healthy and optimal functioning of the both the individual and the group. They unpack and explore what a renewal of mind, body and spirit would look like for each person and for the group as a collective.

Content:

- Personal and collective expectations and intentions
- Contracting group norms and values
- Personal goal setting (learning goals)
- Time management
- Self-care of mind, body and spirit
- Unpacking the dimensions of a healthy lifestyle
- Self-management and personal leadership
- Placing the individual within the collective (the Holon and Integral theory)

Duration: Two weeks: Credits: 12

2. TFT202 Global Transformative Development Studies

Description: This course looks at mega trends in development, under specific themes including: migration, conflict, and state formations.

Duration: Two weeks: Credits: 12

3. TFT203 Culture & Development

Description: This course unpacks the concept of culture and critically interrogates the role it plays in development theory and practice.

Content:

- The meaning of culture and its distinction from tradition and ethnicity
- The underlying belief systems within a culture which influence the cultural forms in a given society
- Positions on how culture operates in society
- An analysis of ways in which culture may be expressed, and how this may be influenced by different actors (who names the problem, and how that impacts on cultural issues of different kinds)
- An in-situ analysis of cross-cultural and inter-cultural relations and communication, particularly relating to differences across dimensions of 'race', class and sex

Duration: Two weeks: Credits: 12

4. TFT204 Political economy

Description: This course builds on year one's introduction to the history of colonial settlement and the trade patterns that followed. It shows how power relations determine the flow of resources and money within and between countries which affects local economies. It explores approaches for communities to stimulate local economic development.

Content:

- Historical overview of trade and development
- Current globalization of the economy
- Non-regulated corporate capitalism and financial speculation
- Theoretical perspectives: the Modernization/Neo-Liberal perspective, Dependence theory, and the Regulation approach.

Duration: Two weeks: Credits: 12

5. TFT205 Social Business

Description: This course is a response to the growing interest in social entrepreneurship as an approach to transformative change. Social business - 'business for a common good' emphasizes creating values that are relevant for society as opposed to shareholder value ('impact versus profits'). Social entrepreneurs work based on 'patient' capital, not grants.

Content:

- What is social business?
- Why is it important?
- What are the values and principles underpinning social business?
- How does a social business work?
- Creative exercises for generating innovative ideas for social business

Duration: Two weeks: Credits: 12

6. TFT206 Sustainable Organisational Development

Description: This course builds on the introductory level course on organizational development to deal with sustainable organizational development. It will interrogate theories of leadership and their sustainability trends in the life of an organization.

Duration: Two weeks: Credits: 12

SEMESTER II

7. TFT207 Social Movements and Organization

Description: This course focus on collective strategies for action to achieve specific social justice goals, facilitating change through a range of players engaged in inter- related and complementary efforts at the grassroots, governmental and civil society organizations.

Content:

- Movement-building processes and skills
- The difference between organizing and mobilizing
- What is a social movement?
- Power dynamics in group settings;
- Networking and alliance building • Media strategies for social mobilization.

Duration: Two weeks: Credits: 12

8. TFT208 Paulo Freire in Practice II

Description: This course focuses on the application of theory and assists students in understanding and practicing the various skills needed for conducting a learning event using the Freirian problem-posing method. This course builds on the first level of Paulo Freire in Practice I

Content:

- Conducting a listening survey
- Developing problem-posing materials from a generative theme in the community
- Designing and conducting a learning event in teams
- Facilitation/animation skills
- Giving and receiving feedback

Duration: Two weeks: Credits: 12

9. TFT209 Eco-spirituality

Description: This course explores the link between spirituality, ecology and development and interrogates the role of spirituality in ecological social justice. In so doing and using spirituality as a resource, it considers transformative development through the lens of ecology and our natural ecosystem.

Content:

- Revisiting the concepts of Spirituality, Ecology and Development

- The need for an ethical perspective on ecological issues
- beliefs about the environment in indigenous knowledge systems and more conventional development approaches
- The meaning of ecological justice and its interface with spirituality and development ethics
- The nature of sustainable development.
- Self-reflection on our position within the ecosystem
- Unlearning personal behavior patterns that are harmful to the nature and the ecosystem.

Duration: Two weeks: Credits: 12

10. TFT210 Climate Change and Conflict Transformation

Description: This course explores how communities define, survive and cope with climate change and the increased risk of natural disasters. It will also examine the different ways of building peace in the face of deteriorating environment or natural disasters. It is an introduction to the field of working with conflict and uses a transformational framework to explore conflict at personal, interpersonal, communal, national and international levels.

Content:

- Theoretical approaches to understanding conflict and its sources
- Contributions of cultural wisdoms from the East and South to understanding conflict and its transformation
- The transformational framework of working with conflict and a comparison with other schools of thought in the field (mediation, resolution, management, etc.).
- The exploration of conflict at personal, communal, national and international levels.
- A critical examination of the underlying assumptions and beliefs about conflict that are personally held, and patterns of response to conflict.
- An exploration of issues related to conflict like communication styles, role of power, analysis of systems, dynamics of change and approaches of intervention to conflict (interpersonal, organizational and intergroup).

Duration: Two weeks: Credits: 12

14. TFT211 Gender Reconciliation

Description: This is an experiential course of transformational healing between women and men. It involves listening to and sharing stories of the wounds of gender injustice experienced by women and men and aiming to foster new levels of mutual trust, respect, communication and joyful partnership.

Duration: Two weeks: Credits: 12

15. TFT212 Social Research

Description: An introduction to social research and participatory action research.

Content:

- Reviewing Freire's principles and the link to research
- Outlining different paradigms of research
- Unpacking what is action research
- The main components of a social research project

The difference between qualitative and quantitative research

Duration: Two weeks: Credits: 12

TFT208 Year Two Field Practice: Practical Application of Part One of An Action Research Project

E.g.: Compiling A Literature Review and Conducting Interviews on A Specific Relevant Social Issue

YEAR THREE: TWO SEMESTERS - EACH SEMESTER IS TWELVE WEEKS RESIDENTIAL

SEMESTER I

1. TFT301 Personal Development and Group Dynamics

Description: This course emphasizes and enhances the skills of self-awareness and group relatedness. It guides students in a process of self-reflection in which ideas and concepts, feelings, intuitions and practical insights will be explored to enable participants to reflect on their being in the world, on their personality, and on how their behaviour impacts on those around them.

Duration: Two weeks: Credits: 12

2. TFT302 Society Studies

Description: In this course, students are guided to undertake a community level analysis of the political, economic, social and relational aspects of a community in which they have been actively engaged in development work or have conducted any recent fieldwork practice. Attention will also be paid to gender and other aspects of identity theory.

Duration: Two weeks: Credits: 12

3. TFT303 Transformative development and Education

Description: During this course students will interrogate various foundational Adult Education theories about the work of a number of Adult Education theorists, their relevance to transformative development and their applicability in our African contexts. Additionally, this course considers critical pedagogy as well as contemporary critique and application of Freire.

Duration: Two weeks: Credits: 15

4. TFT304 Contemporary Theories of development

Description: This course will briefly return to unpacking the notion of development and will engage with a number of specific development theories.

These will include:

- Modernisation theories
- Dependency and other Marxist theories
- The Capability and Human Development Approach
- Social Justice theories
- Social Movement Theories, including the analysis of civil society
- Identity theories, including Gender and Feminism
- Ethnomethodology

Duration: Three weeks: Credits: 15

5. TFT305 Philosophy of Paulo Freire

Description: This course will be an in-depth study of the major philosophical works of Freire. During this course, students will investigate through his philosophy the transformative power of his ideas and discover their own ideas. Students will be exposed to the inner insights of Freire and thereby appreciate their programme on training for transformation.

Duration: Two weeks: Credits: 15

SEMESTER II

6. TFT306 Ethics and the philosophy of development

Description: "Unexamined life is not worth living," said the ancients. This course will explore the interpretations of morality as social practices: teleology, deontology, and virtue ethics and their relationship with development. It will examine the issues of moral corruption and their consequences in human, social, political and economic development. Part of the course will treat particular issues of ethics in religious traditions.

Duration: Two weeks: Credits: 12

7. TFT307 Ignatian Spirituality

Description: There are different religious traditions and there are numerous spiritualities. However, this course will focus on Christian spiritualities that recognize the importance of the "other" in human relations and in relations with the divine. This course will recognize and acknowledge the various backgrounds of the students and urge them to reflect more about their motivations and their general spiritual well-being. **Duration:** Two weeks: Credits: 12

8. TFT308 ICT and Development

Description: In the contemporary information age, students are bombarded with information through social media, internet, telephones and ICT based technologies like smart phones, and other computing devices. The emergence of computing devices, mobile phones, the internet, artificial intelligence, robotics and virtual reality has given rise to a new world order of info-sphere. These new technologies permeate every aspect of contemporary life and therefore raise numerous pertinent philosophical and development questions. In this course, therefore, students will learn on the implications of ICT on development and how best to leverage ICT in their work of transformation.

Duration: Three weeks: Credits: 15

9. TFT313 Leadership and Governance Studies

Description: During this course the participants will learn both how to lead their own personal lives, and how to lead others in a group or as a corporate body. They will learn about motivational leadership and servant leadership; they will also learn the managerial skills necessary for success such as strategic thinking and planning, change management, peace and conflict management, corporate governance and team leadership.

Duration: Two weeks: Credits: 12

10. TFT309 Research Methodology

Description: This course will equip students with the necessary social science research and statistical skills to conduct, tabulate, and analyze their research projects using tools like SPSS and Matlab.

Duration: Three weeks: Credits: 12

11. TFT310 African Economic history

Description: This course reflects on diverse histories experienced, remembered, recounted and often in some ways invented by peoples from various communities. Recognition and appreciation of this diversity can help Africans transform a source of bafflement into a source of wisdom, energy, and respect for others and for themselves. In-depth case studies from different periods of history and different parts of the continent are undertaken to develop students' capability to read histories critically and enable those histories to shed light on current events and on reasonable hopes for the future. **Duration:** Three weeks: Credits: 15

YEAR FOUR

SEMESTER I

The first semester of the fourth year is spent on field research and gathering of data.

1. TFT411 Field Research and Preparing to Write a Dissertation

The student chooses with the help of the programme coordinator and supervisor field research.

Duration: Twelve Weeks: Credits: 12

2. TFT501 Service Programme

As a requirement, the students have to spend some time also serving a community in need with the skills they have learnt. The Service Programme Coordinator will ensure that each one gets a placement and write a reflection about their experiences. **Duration:** Four Weeks: Credit: 10

SEMESTER II

1. TFT412 Dissertation

Description: Working with the guidance of a supervisor particularly during the first half of the final semester, each writes a dissertation of 8000 to 10,000 words, which develops a point, that the student considers to be of central importance within his or her general position. This dissertation will be defended during one half hour of the oral comprehensive examination.

Duration: Eight Weeks: Credits: 24

2. Electives: TFT401 Project Management, TFT402 Corporate Governance, TFT413 Disaster Management and Trauma Counseling, TFT403 Peace Studies and Conflict Management, TFT414 Philosophy and the Meaning of Life, TFT415 Introduction to Statistics, TFT416 Law and Order in Society, TFT417 Child Protection and Human Rights, TFT418 Social Entrepreneurship, Languages (Sign Language, French, Shona, Spanish, Kiswahili etc. may also be taken as electives). The elective courses may be chosen from the second year of the programme.

7 GENERAL COMMENTS

All other information shall be found in the General Academic Regulations. All questions should be directed to the Director of the Programme or to the Dean of Studies.

BACHELOR OF EDUCATION (HONS) IN INCLUSIVE EDUCATION

6.3 The Inclusive Education programme is offered either as a 2-year or a 4-year programme.

6.3.1 Programme Description

This degree covers the area of diversity and inclusive education. The degree course consists of either two or four years of education at the Arrupe Jesuit University. For the four-year programme, the first and second years of the programme will consist of courses taken on twelve-week basis. There is a Service Program at the end of the first year. The third year is for internship and the fourth year consists of theoretical courses and a final project.

6.3.2 Goals of the Programme

1. To develop skills and competencies of the student in the field of diversity and inclusive education
2. To provide students with a broad understanding of diversity and inclusive education principles, processes, knowledge and enhancing practical application.
3. To educate students who are willing to serve the most marginalized group in our society, especially the marginalized.
4. To train educators with specific qualification in addressing Special Needs Education based on current theory and practice in this area.
5. To develop the skills, techniques and teaching strategies that teachers need in imparting inclusive education in an ordinary classroom.
6. To create a human resource base for any future needs in the area of inclusive education, that other people can learn from.

6.3.3 Rationale for the Programme.

1. It is a response to a need for morally conscious teachers who are willing to go the extra mile to work with those most excluded in the human community.
2. It sets the bases for interacting with and educating children with special needs which is most needed in the continent because more often than not these children are excluded in the provision of education.
3. It seeks to cultivate a high level of intellectual reasoning in learners which can be of use in theoretical and practical spheres of life.

6.3.4 Objectives of the Programme.

1. To introduce the concept of inclusion in education, that is, inclusive education, its theories, and the most current trends in this area.

2. To expose and investigate theories of cognitive development and learning in children.
3. To examine ways of assessment of special learning needs in children.
4. To explore the most common manifestations and characteristics of each particular learning need or disability that a child may have.
5. To introduce the concept of intervention in order to aid inclusive education and the different partners in intervention.
6. To examine the different ways of responding to the educational needs of these children.
7. To learn the different skills, techniques and strategies of teaching children with different learning needs.
8. To grasp the methods of accommodating, managing and motivating children with different learning needs in a single ordinary classroom setting.
9. To learn how to assist learners to develop themselves to their full capabilities and become more independent in the community.

6.3.5 Outcomes of the Programme

1. A new generation of passionate educators who are ready to employ instructional technology
2. A transformation of the educational sphere into a fair playing field for all children irrespective of the adversities of their circumstances.
3. A direct impact on the culture of mis-education and exclusion.

6.3.6 The Target Groups

The students will come from Zimbabwe, SADC and African countries. The main target are young and passionate students who are interested in teaching primary and secondary schools using diversity and inclusive methods. The programme is also open to teachers who are already in the field and who may want to either venture into this field or refresh their knowledge and expertise in these areas

6.3.7 Assessment and Examinations

6.3.7.1 The University criteria as stipulated in the general academic regulations #3.19 - #3.23 above shall apply.

6.3.7.2 Activities expected of students before course one

1. To commit themselves to a team from their area which will work under the guidance of an appointed mentor for a period of three years;
2. To attend a workshop on the Paulo Freire methodology and read Book I of Training for Transformation before the course commences; and
3. To do a listening survey with other team members in order to assess peoples' perception of problems, needs and potential in their area. Students will also be provided with a comprehensive soft copy reader containing prescribed reading material, which has to be read systematically during the course.

6.3.8 Partnership/Collaboration/Connection

Arrupe Jesuit University – School of Education and Leadership is in collaboration with other Jesuit educational institutions.

6.3.9 Career Opportunities/Matophonic Journey.

Upon completion of this degree programme, successful candidates will be able to advance in Masters in any educational field.

6.4 Programme of Study

6.4.1 Preamble

These regulations should be read in conjunction with the General Academic Regulations and School Regulations for Undergraduate Degrees and Diplomas, which have precedence over Departmental Regulations.

6.4.2 General Description of The Programme

The complexity of modern-day organisations requires a lot of information to facilitate effective decision making within these organisations. The dynamic nature of the business environment drives the need for versatile and disciplined accounting professionals who do not only provide information but skill and proficiency. It is with this in mind that this programme is being offered to meet the demand for financial reporting, auditing, taxation and management accounting.

6.4.3 Career Prospects / Employment Opportunities

Graduates with this qualification can become:

1. Secondary school teacher
2. Primary school teacher
3. Educational advisor
4. NGOs and government adviser.

6.4.4 Professional progression

Graduates meet the educational entrance requirements to study the following professional teaching at the primary and secondary school levels:

6.5 Programme Description

The degree course consists of four years of education at the School of Education and Leadership at Arrupe Jesuit University. During the initial one and half years, that is, the first three (3) semesters, the programme will offer concrete courses, and general courses in the history, growth and understanding and current conception and trends in diversity and inclusive education. Starting from the second semester of the second year until the end of the first semester in the fourth year, the programme will deal with more specific areas in diversity and inclusive education. This will include specific areas in learning disabilities, and in areas of gifted and talented children. The third year will be dedicated to teaching internship either locally or internationally. The final year will cover some of the theoretical courses on special needs, diversity, and inclusive education. Students will also write their final projects based on the research methods and their internship experiences.

6.5.1 Course Descriptions

First Year Courses

1. Introduction Inclusive Education

This is an introductory course during which in the first semester, students will be exposed to the concept of Inclusive Education. This course provides an overview of individuals with disabilities. In this general course, the students will be expected to become conversant with the concept of inclusion in education (hence the concept of inclusive education) and also brainstorm about whom it covers and the different ways through which inclusive education can be offered to those who need it. It will introduce the students to the different categories of learning disabilities such as hearing, visual, physical, and emotional learning disabilities. It will also introduce the concept of gifted or exceptional learners.

2. Social Learning in an Inclusive Classroom

The basis of this course is Bandura's Social Learning Theory which holds that learning occurs through interactions with others. The idea here is that this kind of learning could be particularly useful for learners with learning disabilities because of the fact that they usually need a lot of one-on-one support for them to grasp things. The students will learn how to help learners with different learning needs to interact with others so as to learn, that is, how to use methods like group work, interaction, and problem-solving to enhance learning especially for children with learning disabilities.

3. History of Inclusive Education

This course will follow a historical trend and will help students to trace the origins of Inclusive Education. This course also focuses on the historical perspective of teaching children with diverse learning needs and how the past has impacted modern theories on societal issues surrounding children with diverse learning needs. It will also expose the students to different stages in the development of Inclusive Education. The philosophy of teaching children with learning disabilities will also be discussed. Lastly, the state of Inclusive Education in different countries will be compared and contrasted in a bid to have the students understand how Inclusive Education has, over the years, developed into what it is at present. The second part of this course will focus on ideas/theories that have led to the beginning, growth and spread of Inclusive Education up to the place it now occupies in the education systems. Students will be expected to study, in depth, different models of Inclusive Education and the most current and acceptable ways of offering it.

4. Inclusion in Ordinary Classrooms (Integration)

Given that one of the most current trends in offering Inclusive Education is through integration, this course will expose students to the concept of integration together with the demands, the complexity and implications of having Students with diverse learning needs in an ordinary classroom. It will introduce students to issues around curriculum and teacher preparations that are needed to carry out this kind of education. Lastly, it will also look at the advantages and disadvantages of offering Inclusive Education in an ordinary classroom.

5. Understanding Language Development and Literacy Skills Culture of Inclusive Education

This course will address the issue surrounding language development in children. It will expose the students to theories of language acquisition and development, point out the similarities and differences between first language and second language acquisition, and then look at how children acquire literary skills (skills for reading and writing) with a focus on children with diverse needs

6. Behavioural management in Inclusive Classrooms

This course will introduce students to ways of dealing with actual classroom dynamics involving students with diverse learning needs. Students learn how to control and manage the inclusive education classroom and foster positive behaviour in students with diverse learning needs. During the course, various patterns of behavioural problems will be identified and methods for deterring and/or correcting such behaviours will be discussed. Additionally, the course offers students the opportunity to study different behavioural patterns, group dynamics and conflict which one can encounter in an inclusive classroom.

7. Curriculum Adaptation and Instructional Strategies

In this course focus will be on the Curriculum Adaptation and Instructional Strategies in the view of requirements and rights of learners with different learning needs. The main objective of the course is to introduce students to understand how learners with different learning needs can be accommodated into the mainstream classroom. The course will also assist students the importance of adapting curriculum for students with different learning needs. Also, course will help student identify different ways of adapting curriculum for learners with various special needs.

8. Assessment and Identification of Different Learning Needs in Children

This course will focus on two areas. The first area will be on ways of identifying children who have different needs, or who are not benefit from the mainstream instructional method. The second area will be in ways of assessing such children in order to identify the level of their need before deciding the best way of responding to their learning need. Concretely the course will examine the different methods and instruments used for assessment. It will examine the assessment and evaluation of hearing, visual, physical and emotional learning disabilities, as well as the characteristics and categories of exceptional or gifted children.

9. Developmental and Social Abnormalities

This course will focus on areas of developmental and social disabilities. It will introduce the students to milestones that children should reach in their physical, emotional social and literacy development. The course will expose the students to such concepts as developmental delays and disabilities of infants, toddlers and pre-schoolers. The course will also look at the kind of intervention and teaching strategies that could be used to help the child to participate in activities that stimulate learning and reduce deficits. This course can provide inclusive education

teachers with insights into the impact of disabilities on a very young child. Different disabilities will be discussed.

SECOND YEAR COURSES

1. Instructional Planning and Presentation for Inclusive Education

This course will focus on what a teacher needs to do before stepping into a classroom to teach students with diverse learning needs. It will look into issues like what skills the teacher needs to have and how the teacher works with the current curriculum in order to accommodate student with different learning needs. The method of delivery of subject matter will also be central in this course. At the end of the course students should be able to prepare well how to teach in such a class. The course will thus assist students in understanding the importance of instructional planning. To help students come up with interactive methods of teaching when presenting lessons in an inclusive classroom. The course assists the students to understand that part of classroom planning is developing effective lesson plans.

2. ICT and Inclusive Education

This course will focus on the fundamentals of ICT and its use in the instruction of inclusive education. This course introduces the state-of-the-art business information systems. Students will acquire process and distribute information in a technological environment. It will explore the possible ways that ICT can be used in the amelioration of inclusive education.

3. Adaption, Evaluation and assessment procedures

This course will examine the different methods and instruments used for assessing students with different learning needs to ensure that learning is taking place. Students will be introduced and exposed to the various tests that are used to assess learning abilities and learning outcomes and how to decipher and analyse the results in order to gauge whether or not learning has occurred to the level that necessitates that the teacher move forward with the lesson.

4. Counselling & Inclusive Education

This course will focus on the psychological needs of learners and especially (though not exclusively) students with learning difficulties. Students will be introduced to basic counselling skills and skills for dealing with different needs of children with disabilities.

5. Ethics and Teaching

This course will expose students to ethical issues in teaching. It will focus on the acceptable ways of interaction between teachers and learners. It will also look at issues such as boundaries and commitment to duty. At the same time, students will learn the rules and regulations that define Inclusive Education and will be provided with ethical and legal considerations for professionalism, ethics and advocacy.

6. Working with Children with Autism

This course aims at helping the student know how to support children with autism in an inclusive classroom. It will focus on understanding autism, how it manifests itself, and how autism affects the child and his/her education. It will also introduce the student to methods or techniques of intervention in order to manage the situation and ensure that the child learns.

7. IE 207 Research Methods

This course will equip students with the necessary social science research and statistical skills to conduct, tabulate, and analyse their research projects using different tools. The purpose of this module is to develop your understanding of how research is conducted and reported on so that you can read and engage research papers. The module also helps you to plan a research project. Prescribed book for the course is understanding Research

8. Creating Safe Creative Spaces

This course will expose students to techniques, ideas and skills that they can use to help learners with learning disabilities develop to their full potential. The key focus will be to learn ways of creating and maintaining safe spaces

9. Classroom Management, Engagement and Motivation for Inclusive Education

This course aims at ensuring that students learn how to maintain control of the inclusive education classroom and foster positive behaviour in students with different learning needs. The course will also introduce such aspects as reinforcement, and ways of engaging, and motivating children with learning disabilities.

10. Language Disorders in Children

This course will focus on language disorders in children and how they can be addressed through Inclusive Education. It will deal more with speech impediments. It will cover such areas as the types of speech and language disorders, evaluation of speech and language disorders, and management of language and speech disorders.

11. Understanding Auditory Processing Disorders

This course will focus more on hearing impediments, and will help students get a better understanding of this disability. It will cover areas such as an evaluation of auditory processing and interface with language disorders, how auditory processing take places and the management of auditory processing disorders.

12. Learning and Cognitive Processes of Children with Intellectual Impairment

This course will address mental retardation and how children with intellectual impairment can be helped to learn. It will also focus on areas such as deficits in cognition, deficits in adaptive function, and onset during the developmental period. In this the course will address core issues like identification, assessment and needs of children with intellectual impairment. It will then deal with issues in curriculum and teaching strategies for children with intellectual impairment

13. Cognitive and Neurological Disorders in Learning Disabilities

This course will deal with the combination of cognitive and neurological disorders in learning disabilities. Specifically, it will focus on different difficulties that children may have in learning. It will introduce issues like diseases that may cause learning difficulties (aetiology), and neurological disorders that make it especially hard for a child to acquire specific academic skills. Learning difficulties such as dyslexia, dyscalculia and dysgraphia will be dealt with.

Third Year Courses.

1. Communication Skills for Visual Impairment

This course will introduce the teacher to ways in which the visually impaired persons communicate, and help the teacher understand the skills that a visually impaired child will need to develop and perfect. The course will focus on the communication skills in the blind, how blind people communicate with each other, how they use verbal and nonverbal communication. Lastly the course will investigate what aids a teacher can have in a classroom to help a blind learner communicate with other learners and the teacher. The course will introduce the use of the Braille Print and Listening.

2. Communication Skills for Hearing Impairment

This course will focus on the communication skills that are needed by those with hearing impairment. It will introduce the students to sign language skills and other skills such as natural gestures, finger-spelling, listening, speech cueing and lip-reading. Additionally, during the course students will learn the history of Sign language in Zimbabwe, practice the Zimbabwean sign language alphabet, they will interact with the deaf in social and educational events. The student will have an opportunity to learn the Zimbabwean sign language using the total communication method, Aural-Oral approaches and other skills.

3. Issues and Trends in the Education of Gifted and Talented Learners

Unlike in times past, Inclusive Education nowadays includes the area of gifted and talented children. The course focuses on current problems, trends, and issues in gifted education. Emphasis is placed on current researches and literature relating to the definition of giftedness, identification, and programming for the gifted student. Counselling and Guidance of gifted/talented students are emphasized. Challenges faced by gifted or talented learners are discussed.

4. Habilitation and Rehabilitation of Motor Deviations

This course will be based on the right of persons with disabilities, which in part advocates for 'effective and appropriate measures' to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life.' In this case the course will aim at defining both habilitation and rehabilitation, and focus on what interventions a teacher can utilize to assist the child in this process

5. Learning Differences and Cognitive Process for Gifted Students

This course explores different dimensions of development and learning in the life of gifted/ talented learners/students, that is the processes that gifted children use in learning. It focuses on how gifted learners/students think and operate, contextualized in lived reality and experience of the world. The uniqueness of each individual and their talents is looked at in relation to global trends of how to deal with such learners and the challenges one can encounter. Lastly students will be introduced to some techniques and teaching strategies to use in dealing with gifted or talented learners.

6. Practicum

During the second semester of their third year, students will be expected to do practical teaching in an actual classroom setting. This will expose the student to actual interaction with children with different learning difficulties or talented/gifted children. The decision on what learning need or exceptionality that a particular student will deal with will depend on areas of special interest and/or availability of chances in schools. Therefore, the practicum may deal with any of the following areas: intellectual impairment, autism spectrum disorders, emotional disturbances, mental retardation, visual, hearing or any other disability. Overall, the practicum will aim to help a student demonstrate knowledge of teaching pedagogy, the ability to plan individual instruction and evaluate the teaching plan for effectiveness and appropriateness. During their teaching practicum students will be visited and evaluated by their lecturers and assessed in terms of preparedness, classroom management, and delivery, that is their actual teaching in a classroom setting in the institution where they will be doing their practicum.

Fourth Year Courses

1. Reading Difficulties/ Dyslexia

This course will specifically focus on helping children with reading difficulties. It will address causes of dyslexia, as well as the different types of reading instruction used for children. These methods will be examined in a bid to show their successes and failures given different students' difficulties. The course will also help the students to understand the different corrective methods that can help improve phonics and literacy. Lastly, the course will address difficulties that children face in comprehension, vocabulary development and reading fluency.

2. Children in Need of Special Care and Protection

This course will provide a general look at different needs that children have, especially those needs that may not be easily visible. It will expose the students to issues such as emotional, sexual and psychological abuses and neglect which necessitate that a particular child needs protection. Topics such as advocacy and intervention for such children will be addressed.

3. Dyscalculia and Educational Implications

This course will pay special focus on the difficulties that children have in learning Mathematics, a learning difficulty called dyscalculia. The course will address the types of dyscalculia, characteristics of dyscalculia, and the strategies that a teacher can use to help such children learn and/or improve their abilities in Mathematics.

4. Concepts and Principles of Applied Behaviour Analysis

The aim of this course is to teach students ways of understanding the behaviour of children, especially children with learning difficulties. During this course, students will be exposed to the skills necessary for the design, implementation, and evaluation of behaviour management programs that can be used with children who have mild, moderate, or intensive needs. The course will also look at ways of eliminating problematic behaviours and of helping a child acquire and maintain useful adaptive skills.

5. Vocational Rehabilitation and Career Counselling

The course will focus on how teachers/counsellors can help learners with disabilities live fuller, more independent lives by assisting them in securing gainful employment. The course will focus on how to make a learner with learning difficulties make the transition into and the community as an independent person and increase the learner's social connectedness.

6. Elective: Leadership and Entrepreneurship

The module focuses on understanding what leadership is and the different types of leadership, including leadership and entrepreneurship. Entrepreneurial leadership involves organizing and motivating a group of people to achieve a common objective through innovation, risk optimization, taking advantage of opportunities, and managing the dynamic organizational environment. This will empower students to develop creativity in their teaching and to enable them to deal with diverse situations

7. Collaborating with Partners for Students with diverse learning needs

In a bid to address the needs of children with diverse learning needs, a teacher cannot work alone. This course will help the student identify the different partners that he/she needs to work with, including parents, other teachers, medical/psychological partners, government and non-governmental agencies and the state itself, and find ways of working with them for the good of the learners.

8. Life Skills for People with Disabilities

This course will introduce students to the idea of helping learners with disabilities develop the life skills they need to forge ahead in life. It is designed to assist students to understand the importance of Life Skills for people with disabilities. It will cover the essential life skills that people with disabilities could develop in order to enhance their lives. The range of life skills that will be covered will include personal hygiene; health; shopping; physical exercises; maintaining healthy lifestyles; household activities, household and road safety; and developing hobbies and sports and how people with different disabilities can learn to manage. Student will also analyze the various communication skills used by people with disabilities.

9. Culminating Project in Inclusive Education

At the end of the program, the student chooses with the help of the programme coordinator and supervisor field research. Working under the guidance of a supervisor particularly during the first half of the final semester, each writes a dissertation of 8000 to 10,000 words, which develops a point that the student considers to be of central importance within his or her general position. This dissertation will be defended during one half hour of the oral comprehensive examination

BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION -2 Years Option.

This programme targets educators who already have a diploma in education.

6.6 Intended Learning Outcomes

On completion of this qualification holders should be able to:

1. engage in philosophical, sociological, and psychological debates on inclusion that inform teaching and learning of children with diverse needs;
2. raise awareness on the causes of various impairments and utilise strategies that can reduce the effects of impairments of learners within schools and communities;
3. advocate the needs of vulnerable children and promote inclusive practices within the school and communities;
4. demonstrate competences in effectively supporting learners with diverse needs and circumstances through inclusive pedagogy;
5. conduct and supervise research on inclusive education, vulnerability and disability that inform policy and practice;
6. demonstrate understanding of theory and practice and come up with sustainable innovative and inclusive ideas, which promote industrialization within the education system; and advocate cross cutting issues such as disability, gender, HIV and AIDS, poverty, ubuntu and human rights.

6.6.1 Entry Requirement

Normal Entry: A Diploma in Education

Special Entry: N/A

Mature Entry: N/A

6.6.2 Programme Structure

The student is expected to accumulate a minimum of 240 credit points to be considered to have met the requirements of the BEd Honours in Inclusive Education Programme.

Part 1 - 144 credit points

Part 2 - 132 credit points

Total - 276 credit points

6.6.3 Mode of Delivery

The programme will be conducted through online tutorials; onsite tutorials; self-directed study; written study guide; written assignments; reading course related material; revision; and written examinations.

6.6.4 Courses On Offer

LEVEL 1			
Semester 1			
Course Code	Course Narration	Course Level	Credit Points
IEIS 101	Foundations of Inclusive Education	1	12
IEIS 102	Foundations of Disability and Inclusion	1	12
IEIS 103	ICT Applications in Education	1	12
IEIS 104	Research Methods and Statistics	1	12
IEIS 105	Culture and Heritage Studies	1	12
IEIS 106	Aetiology and Effects of Various Impairments on Education	1	12
Semester 2			
IEIS 107	Guidance and Counselling	1	12
IEIS 108	Cognitive, Social, and Emotional Development	1	12
IEIS 109	Assessment Theories and Practices in Inclusive Education	1	12
IEIS 110	Inclusive Pedagogy	1	12
IEIS 111	Emotional and Behavioural Disorders	1	12
IEIS 112	Curriculum Management and Teaching Techniques	1	12

Total Level 1 credits		144	
LEVEL 11			
SEMESTER I			
Course Code	Course Narration	Course Level	Credit Points
Specialisations (students choose one area)			
Intellectual Impairment			
IEIS 201	Intellectual Impairment and Educational Implications	2	12
IEIS 202	Cognitive, Social and Emotional Development	2	12
Hearing Impairment			

IEIS 203	Hearing Impairment and Educational Implications	2	12
IEIS 204	Deaf Education and Zimbabwean Sign Language	2	12
Visual Impairment			
IEIS 205	Visual Impairment and Educational Implications	2	12
IEIS 206	Assistive Technology and Braille Systems	2	12
Specific Learning Difficulties			
IEIS 207	Perspectives in Learning Disabilities	2	12
IEIS 208	Specific Learning Difficulties and Educational Implications	2	12
Core Courses			
IEIS 209	Psychosocial Support and Case Management Support for Vulnerable Children	2	12
IEIS 210	Perspective in Learning difficulties	2	12
IEIS 211	Life Skills Curriculum for Children with Disabilities	2	12
IEIS 212	Inclusive Monitoring, Assessment and Evaluation	2	12
Semester 2			
IEIS 213	Inquiry-based Learning and Research	2	12
IEIS 214	Inclusive Schools Management and Collaboration	2	12
IEIS 215	Practicum	2	24
IEIS 216	Research Project	2	12
Total Level 11 credits		132	

6.6.5 Assessment

Assessment is by allocated notional study hours, coursework, and examinations. In order to register for examinations, the candidate should have passed all the course work for the relevant courses.

Each course carries a minimum of 12 credit points and a maximum of 24 credit points.

6.6.6 Assessment Scheme

Each course, except the project and Teaching Practice will be examined by coursework assignments and a three-hour written examination.

Candidates will be required to pass all the prescribed courses for each part but may proceed to the next part of the programme carrying the failed courses subject to the requirements of the General Regulations.

The weighting of the assessment for each course will normally be:

Coursework 40%

Examination 60%

6.6.7 Notification and Award of Degree

Results will be published in accordance with the provisions in the General Regulations.

BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION - 4 Years Option.

6.7 Intended Learning Outcomes

On completion of this qualification holders should be able to:

1. think critically to analyse, interpret, conceptualise and solve complex education problems;
2. use digital technologies and literacies to assess, evaluate and synthesise relevant information from multiple sources;
3. demonstrate commitment to protection of all students;
4. apply innovative solutions to the developmental trajectory of their respective countries;
5. engage in philosophical, sociological, and psychological debates on inclusion that inform teaching and learning of children with diverse needs;
6. raise awareness on the causes of various impairments and utilise strategies that can reduce the effects of impairments of learners within schools and communities;
7. advocate the needs of vulnerable children and promote inclusive practices within the school and communities;
8. demonstrate competences in effectively supporting learners with diverse needs and circumstances through inclusive pedagogy;
9. conduct and supervise research on inclusive education, vulnerability and disability that inform policy and practice;
10. demonstrate understanding of theory and practice and come up with sustainable innovative and inclusive ideas, which promote industrialisation within the education system;
11. advocate cross cutting issues such as disability, gender, HIV and AIDS, poverty, ubuntu and human rights.

6.7.1 Entry Requirements

Normal Entry: At least two "A" Level passes

Special Entry: A relevant Diploma from an accredited institution

Mature Entry: N/A

6.7.2 Programme Structure

The student is expected to accumulate a minimum of 480 credit points to be considered to have met the requirements of the BEd Honours in Inclusive Education Programme.

Part 1 - 144 credit points

Part 2 - 144 credit points

Part 3 - 120 credit points

Part 4 - 120 credit points

Total - 528 credit points

6.7.3 Mode of Delivery

The programme will be conducted through online tutorials, onsite tutorials; self-directed study, written module, written assignments, reading course related material, revision and written examinations.

6.7.4 Courses on Offer

LEVEL 1			
Semester 1			
Course Code	Course Narration	Course Level	Credit Points
IEPS 101	Academic Writing	1	12
IEPS 102	Foundations of Disability and Inclusion	1	12
IEPS 103	ICT Applications in Education	1	12
IEPS 104	Research Methods and Statistics	1	12
IEPS 105	Culture and Heritage Studies	1	12
IEPS 106	Aetiology and Effects of Impairment on Education	1	12
Semester 2			
IEPS 107	Psychological Foundations of Education	1	12
IEPS 108	Sociological Foundations of Education	1	12
IEPS 109	Philosophical Foundations of Education	1	12
IEPS 110	Ethics and Teaching	1	12
IEPS 111	Inclusive Teaching Methods	1	12
IEPS 112	Gifted and Talented Education	1	12
Total Level 1 credits		144	
LEVEL 11			
SEMESTER 1			
Course Code	Course Narration	Course Level	Credit Points
IEPS 201	Support Services for Children/Learners with Disabilities	2	12
IEPS 202	Professional Studies	2	12
IEPS 203	Sciences and Mathematics for Primary School Education	2	12
IEPS 204	Language Arts in Primary School Education	2	12
IEPS 205	Expressive Arts in Primary School Education	2	12
IEPS 206	Social Sciences in Primary School Education	2	12
SEMESTER 2			

IEPS 207	Behavioural Management in Inclusive Classrooms	2	12
IEPS 208	Specific Learning Difficulties <ul style="list-style-type: none"> Working with Children with Autism Language Disorders in Children Reading Difficulties/Dyslexia 	2	12
IEPS 209	Ignatian Pedagogical Paradigm	2	12
IEPS 210	Inclusive Pedagogy	2	12
IEPS 211	Assessment Theories and Practices in Inclusive Education	2	12
IEPS 212	Inclusive Monitoring, Assessment and Evaluation	2	12
Total Level 11 credits		144	
LEVEL 111			
Course Code	Course Narration	Course Level	Credit Points
IEPS 301	Teaching Practice	3	120
Total Level 111 credits		120	
LEVEL 1V			
Semester 1			
Course Code	Course Narration	Course Level	Credit Points
Specialisations (students choose one area)			
Intellectual Impairment			
IEPS 401	Intellectual Impairment and Educational Implications	4	12
IEPS 402	Cognitive, Social and Emotional Development	4	12
Hearing Impairment			
IEPS 403	Hearing Impairment and Educational Implications	4	12
IEPS 404	Deaf Education and Zimbabwean Sign Language	4	12
Visual Impairment			
IEPS 405	Visual Impairment and Educational Implications	4	12
IEPS 406	Assistive Technology and Braille Systems	4	12
Mobility Impairment			

IEPS 407	Mobility Impairment and Educational Implications	4	12
IEPS 408	Assistive Technology and Devices	4	12
Specific Learning Difficulties			
IEPS 409	Perspectives in Learning Disabilities	4	12
IEPS 410	Specific Learning Difficulties and Educational Implications	4	12
Core Courses			
IEPS 411	Entrepreneurship in Education	4	12
IEPS 412	School Guidance and Counselling	4	12
IEPS 413	Life Skills Curriculum for Children with Disabilities	4	12
IEPS414	Children in Need of Care and Protection		12
Semester 2			
IEPS 415	Service Programme	4	24
IEPS 416	Early Childhood development Intervention	4	12
IEPS 416	Research Project	4	12
Total Level 1V credits		120	

6.7.5 Assessment

Assessment is by allocated notional study hours, coursework, and examinations. In order to register for examinations, the candidate should have passed all the course work for the relevant courses.

Each course carries a minimum of 12 credit points and a maximum of 24 credit points.

6.7.6 Assessment Scheme

1. Each course, except the project and Teaching Practice will be examined by coursework assignments and a three-hour written examination.
2. Candidates will be required to pass all the prescribed courses for each part, but may proceed to the next part of the programme carrying the failed courses subject to the requirements of the General Regulations.
3. The weighting of the assessment for each course will normally be:

Coursework 40%

Examination 60%

6.7.7 Notification and Award of Degree

Results will be published in accordance with the provisions in the General Regulations.

**SCHOOL OF ENGINEERING, INFORMATION
AND
COMMUNICATION TECHNOLOGIES (ICT)**

BACHELORS OF SCIENCE HONOURS DEGREE IN INFORMATION AND COMMUNICATION TECHNOLOGY (ICT):

Networking and Software Development

7.0 Programme Description

The programme focuses on building the students' mathematical, analytical and programming skills relevant to the information age. It is an interdisciplinary major for students who wish to combine information technology with management, leadership and entrepreneurship. The students will learn cutting edge information and communication technologies, including: web design, systems programming, software development, database design and administration, computer and mobile networking. They will also learn other social and business skills for delivering information using creative, intelligent and innovative methods. It involves practice-oriented critical analysis, development and maintenance of computer infrastructure in a highly professional and ethical manner. The programme seeks innovation and creativity from the students to solve business, government, medical, academic and everyday problems using sustainable ICT.

7.0.1 Learning Outcomes and Competences

Upon successful completion of the program, the graduates should be able to demonstrate programming, web design, networking, and entrepreneurship skills. The graduates should be able to demonstrate competences in different programming languages especially on web design and development. They should be able to design, develop and maintain software, network infrastructures, and mobile networks. The graduates should be able to administer ICT networks, computer-based systems, and mobile infrastructures. They should demonstrate the authentic examined moral life, service to others and respect for all humanity.

7.0.2 Career Opportunities.

- Web Designer and Developer
- Computer Programmer
- Network Administrator
- Systems Analyst
- Systems Administrator
- Network Technician
- Software Developer
- ICT Support
- ICT Solutions Consultant
- ICT Instructor

The graduate should be able to join an organisation as an entry-level technician. The degree also prepares students to setup their own ICT based companies, as individuals and as groups in any of the areas of competence. The degree also prepares students to further their studies in the masters level programmes in ICT.

7.1 Entry Requirements

- 7.1.1** The Normal entry requirement will be five Ordinary Level passes, including English and Mathematics, and at least two Advanced Level passes (Preferably Mathematics, science or commercial subjects).
- 7.1.2** Mature entry requirements include being 23 years or older and in possession of at least five passes at the Ordinary level and 2 years relevant experience in virtue of which the University considers them ready for a degree programme. A National Certificate in ICT will be considered valuable for all applications.
- 7.1.3** The University will also admit students who have satisfied requirements for admission to a degree programme of universities of their home country, provided they have passed English language and Mathematics and four other subjects at least at Ordinary level. These are considered to be similar to Zimbabwean students accorded mature entry, because prior to receiving a university degree these religious/clergy have three or four years of education beyond that of a Zimbabwean who begins studying at the university with Ordinary levels.
- 7.1.4** Special entry requirements include an ICT-related National Certificate, National Diploma or Higher National Diploma. Applicants may qualify for course exemptions.

7.2 Programme of Study

The four-year academic programme comprises four years of information and communication technology studies. The programme seeks to integrate philosophy, leadership, management and entrepreneurship. It consists of eight semesters, inclusive of an industrial attachment.

The programme consists of ordinary courses, elective courses, and seminars. Credit is given for each course according to the hours assigned to it in a week. The twelve weeks of teaching per semester will cover 70-90 Credits, 150-180 Credits per year and 540-600 for the four-year program. All the courses carry 10 or 12 Credits, except the Final Project II, which has 22 Credits. The Internship Project and Presentation shall cover 100 Credits. There shall be 100 hours for Service Programme which must be completed before graduation.

The minimum period of internship is six months in semester six. During the internship, students are expected to fulfil the integration courses. The final project is written in the seventh and eighth semesters of the program. The project is examined and graded in the final semester.

7.3 Mode of Delivery

The programme will be taught online and onsite. The University has acquired the necessary bandwidth to facilitate the delivery of the programme online. In general,

the practical courses will be taught onsite to ensure maximum participation from all the students.

7.4 Programme of study

Bsc In Information and Communication Technology - Major

Module Name	Credits
Level I	
Semester I (82 credits)	
ENGL1110-English Language	10
ICT1145-Fundamentals of ICT	12
ICT1235-Emerging Web Technologies	12
CS-3210-Computer Architecture	12
ICT1150-Digital Literacy	12
ICT2130-Programming in Python	12
MTH1101-General Mathematics	12
Semester II (80 credits)	
ICT1111-Algorithms and Data Structures	12
ICT1115-ICT and Society	12
ICT1120-Internet Technologies	12
ICT3001-Research and Statistical Methods	12
ICT1240-Computer Law and Intellectual Property Rights	10
BUS1210-Knowledge Leadership and Development	10
ICT1245-Introduction to Discrete Mathematics	12
Total Level I Credits	162
Level II	
Semester I (78 credits)	
ICT2132-Programming in Java	12
ENGL2110-Technical Writing for Engineers	10
ICT2231-Operating Systems	12
ICT2230-System Analysis and Design	12
ICT2260-Ethics and Professional Conduct	10
BMS3050-Entrepreneurship	10
ICT2135-Introduction to Databases	12

Semester II (94 credits)	
ICT2125-Object Oriented Programming	12
ICT2220-Object Oriented Analysis and Design	12
ICT3420-Database Design and Management	12
ICT2230-E-Business and Web Design	12
ICT2140-Computer Network Fundamentals	12
ICT3201-Information Systems Administration	12
Elective: 1. VAR2113-Virtual Reality Development 2. CSF4117-Data Mining Analytics and Visualisation 3. TEL4123-Internet of Things	12
Usually during the long break, students engage in ICT3100 Service Programme	10
Total Level II Credits	
	172
Level III	
IIP3910 Internship	60
IIP3911 Internship Project	40
Total Level III Credits	
	100
Level IV	
Semester I (80 credits)	
ICT3225-Network Design and Implementation	12
ICT4110-Data Management Communication and Networking	12
ICT4900-Final Project I	10
CS4430-Cloud Computing	12
ICT4202-Information Security	12
CS4460-Artificial Intelligence	12
ICT4410-Project Management	10
Semester II (76 credits)	
ICT4201-IT Policy and Strategy	10
ICT4203-IT Service Management	10
ICT4901-Final Project II	22

CS4461-Machine Learning	12
ICT4120-E-Governance	10
Elective: 1. CSF4122-Blockchain and Bitcoin 2. ICT4230-Mobile Application Development 3. CSF4116-IT Auditing and Assurance	12
Total Level IV Credits	
	156

7.5 Description of Courses

1. ENGL1110-English Language

This course seeks to develop students' competences in the English language. While the learners' general competence in English Language is envisaged, aspects of English (grammar) Language noted to pose serious problems to students in written production are given more attention, rendering the course partly remedial and usage-based. Students will: read texts from a wide range of backgrounds to be exposed to variation of forms of expression and lexical development; read texts from diverse sources to develop their cognitive skills; learn language forms that will develop their communicative expressions (oral and written); listen to tapes to develop listening skills and get familiar with different accents; and write for general audiences to express their view points on both technical and non-technical topics.

2. ICT1145-Fundamentals of ICT

This course introduces the state-of-the-art business information systems. Students will acquire process and distribute information in a technological environment. It describes MIS organization, its place in business, key trends and implications. The course also offers an introduction to computer hardware and software studies. This course should be aligned with the International Computer Driving License (ICDL) theory module.

3. ICT1235-Emerging Web Technologies

With the advent of new web technologies, an explosion of new social software tools has emerged enabling users to create, organize, share, and collaborate in an online space. Today's Web users are organizing their favourite bookmarks, collaborating on shared documents, cataloguing their personal collections, and sharing their information with others. This course will explore the features and functionality of emerging web technologies such as blogs, wikis, RSS, social bookmarking, media sharing, tagging, folksonomies and more. This course will look at how Individuals,

organizations & executives are implementing these various tools as well as their potential uses. Web technologies in past, the present and possible future will be covered. Students do lab work and projects using basic features of technologies such as PHP, JavaScript, HTML5, CSS3.

4. CS-3210-Computer Architecture

Includes the organization and architecture of computer systems hardware; instruction set architectures; addressing modes; register transfer notation; processor design and computer arithmetic; memory systems; hardware implementations of virtual memory, and input/output control and devices.

5. ICT1150- Digital Literacy

The goal of Digital Literacy is to teach and assess digital concepts and skills so that students can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities. Some of the programs that we will utilize in our course are word processing, publishing, database, spreadsheet, digital editing, social media, e-learning and online blogging. Online research skills and acknowledgement of online content are also included. The course should be aligned with the International Computer Driving License (ICDL) practical modules.

6. ICT2130-Programming in Python

This course offers an introduction to programming and explores the concepts, principles, and skills of programming (sequence, repetition, selection, functions, recursion). It is a fundamental course in machine learning and human machine interactions. Students are introduced to the design and development of computer-based logical solutions to business information processes. Emphasis is placed on programming in a web environment. After completing the course, students will be able to develop algorithms, draw flow charts and process files and tables as computer solutions to business information processing problems using one or more computer programming language. This course follows the curriculum for PCEP (Certified Entry-Level Python Programmer) by the OpenEDG Python Institute, Microsoft or other recognized organisations.

7. MTH1101-General Mathematics

This course examines key concepts from algebra, pre-calculus, and calculus that are valuable to students at the undergraduate level. The algebra component focuses on the study of functions including graphs, operations, and inverses. It includes polynomials, rational, exponential, logarithmic functions and their applications, and

systems of equations. The pre-calculus and calculus components will focus on single-variable calculus. Included are topics such as limits, continuity, derivatives, differentiation, integration and the Fundamental Theorem of Calculus. Emphasis is placed on applying the mathematical concepts in practical ICT-based tasks using simple code snippets or scripts. Application areas may include Computer graphics, Cryptography, formulas, IOT, Logic circuits, Statistical analysis, Artificial intelligence, Data analytics etc. Students may be assigned practical projects that test their comprehension of taught concepts.

8. ICT1111-Algorithms and Data Structures

This course aims at training the students in fundamental algorithms and data structures for implementation, techniques for solving problems by programming, arrays, linked lists, stacks, queues, directed graphs. Trees: representations, traversals. Searching (hashing, binary search trees, multiway trees). Garbage collection, memory management. Internal and external sorting. A programming language such as Python will be used to demonstrate the concepts.

9. ICT1115-ICT and Society

This course examines the use of ICTs, Internet applications, multimedia tools and other advanced applications for the provision of multiple services to society, including areas that have little exposure to the outside world. This course provides the participant with a unique opportunity to learn about the application of ICTs in resource-poor environments. This course exposes the students to "best practice" models for ICTs in society.

10. ICT1120-Internet Technologies

This course embodies Internet technology such as: protocols and services, common network operating systems, and physical devices and networks. It is centered on a broad understanding of how to use and implement networks, such as an introduction to physical and logical network design. It will offer students the understanding of networking and Internet Protocols they will use to construct small- to mid- sized business networks. An appreciation of Internet of Things (IoT) is included.

11. ICT3001-Research and Statistical Methods

The course involves the introduction to descriptive statistics, experimental design, probability, common probability distributions, random variables, sampling distributions, hypothesis testing and confidence intervals for means using one or two samples, simple linear regression. Students are prepared for research activities including Review papers, Surveys, Experimental research, Lab experiment research.

12. ICT1240-Computer Law and Intellectual Property Rights

To go home is to enter a place built and filled with human creativity and invention. From a carpet to a sofa, from the washing machine, the refrigerator and telephone, to the music, the books, the painting and family photographs, everything with which we live is a product of human creativity hence called Intellectual Property. Human creativity can only be appreciated through protection from piracy or misuse of it. This course is to introduce the learners into the fundamentals of intellectual property rights even the rights and risks available in using the virtual world called the cyberspace. The course will help students to understand computer and industrial property and copyright; appreciate the protection and ownership of online content. Students will gain knowledge relative to their engagement in specific online activities. The course emphasises the legal issues in the use of the cyberspace.

13. BUS1210-Knowledge Leadership and Development

The course deals with leadership and corporate governance in businesses. It will equip students with the leadership skills necessary in the business world of today. The course will cover all the dimensions of generic and Christian leadership.

14. ICT1245-Introduction to Discrete Mathematics

This course covers basic discrete mathematical structures: sets, sequences, equivalence relations, partial orders, number systems. Methods of reasoning and proofs: propositional logic, predicate logic, induction, recursion, pigeonhole principle. Basic counting techniques; permutation and combinations, Boolean algebra, and digital logic design. Emphasis is placed on applying the mathematical concepts in practical ICT-based tasks using simple code snippets or scripts. Functional or Logical programming languages such as Prolog may be used. Application areas may include IOT, Logic circuits, etc. Students may be assigned practical projects that test their comprehension of taught concepts.

15. ICT2132-Programming in Java

In this course for Java beginners, students will learn Java programming basics like What is Java platform, JVM, how to install Java, OOPS basics, variables, class, object, arrays, strings, command-line arguments, garbage collection, packages. Students will also learn concepts like switch-case, functions, multithreading, files. The course should be partly aligned with Oracle Java Certification curriculum. Oracle Certified Associate (OCA) or other recognised certification.

16. ENGL2110-Technical Writing for Engineers

This course provides students with the opportunity to practice the techniques of gathering, organizing, and presenting technical information. Technical reports derived from realistic situations found in the student's major will be written. AJU

recommended referencing style should be emphasised.

17. ICT2231-Operating Systems

This course covers fundamental operating system concepts and theory such as operating systems functions, components, architecture, configuration and management. Other topics examined included virtual memory, deadlocks, file systems, security, i/o device management.

18. ICT2230-System Analysis and Design

This course introduces students to the principles and fundamentals of information systems analysis and design. Students will apply concepts such as entity relationships, data flow diagrams, prototyping and other forms of data or system modeling with the overall objective of designing, selecting and installing new systems for end users including cost/benefit and value-added evaluations. Emphasis will be placed on the use of various computer-assisted tools, techniques and practices in defining and analysing business problems, gathering information, solving the identified problems as projects, and presentation of project solutions.

19. ICT2260-Ethics and Professional Conduct

This course introduces students to ethical theory of how people make decisions about how to take care of one another. It stresses the historical and theoretical development of answers to such questions as: What kind of a person do I want to be? How do we outline what the right thing to do is? The basic principles of ethics and contemporary societal problems will be examined within the frame of leadership in an IT-driven business environment.

20. BMS3050-Entrepreneurship

This course prepares participants for a future career as entrepreneurs, either as founders of new businesses or within already established companies. It is designed to give participants practical insights into those business aspects that are particularly important during a firm's early development phases, and to make them more effective in managing and growing the start-up firm. It also provides the cornerstones for successfully launching and implementing entrepreneurial projects within already established organisations. By the end of the course, participants will know how to pro-actively deal with some of the most common challenges involved in launching a new business venture.

Specifically, they will be able to:

- Identify and evaluate new business ideas.
- Write a business plan and effectively communicate and "sell" new business

concepts to other people.

- Understand basic financial statements and ratios.
- Distinguish between different sources of financing and select those that best fit the requirements of the new entrepreneurial venture.
- Formulate a business strategy for the new venture that can be communicated to external stakeholders.
- Successfully internationalise the new venture, which involves careful market selection and positioning of products and services in foreign markets.
- Launch and develop new business ventures inside established corporations, and make them survive in an often-hostile environment.

21. ICT2135-Introduction to Databases

This course examines relational model, database management systems functions, administration, design methodology, and normalization in great details. It focuses on hands-on design, development and use of a database system using the Microsoft Access software including queries, updates, reports, forms, macros and application systems.

22. ICT2125-Object Oriented Programming

This course introduces the principles of software design and development using the object-oriented paradigm (OOP). Students will learn to decompose a project using OOP principles (inheritance, composition, polymorphism and encapsulation). They will work with integrated development environments (IDEs). Students will practice their skills by creating applications in areas such as graphics, games and simulations. An OOP language such as Java may be used to demonstrate the concepts. The course should be aligned with Oracle Java Certification curriculum. Oracle Certified Associate (OCA) or other recognised certification.

23. ICT2220-Object Oriented Analysis and Design

This course creates software systems engineering principles combining object-oriented design principles and methods amplified by computer assisted technology. The course employs the use of the unified modelling language and, through student group work project; it applies these elements to the system development life cycle. This course incorporates intensive writing, as student project teams are required to submit a comprehensive project report and a PowerPoint presentation. It also offers specialized Systems Development Computer Laboratory and open laboratory practices.

24. ICT3420-Database Design and Management

The course provides a comprehensive study of the basic theories of designing and implementing databases using the Oracle relational database management system. Students will be engaged on hands-on training which will include the use of database creation, data queries, view definitions and use, operators and functions, triggers, calculation, indexing, cursors and data manipulation. The course is aligned with Oracle MySQL Database Administration Certification or Microsoft Certified: Azure Database Administrator Associate. MCSA: SQL 2016 BI Development, and MCSA: SQL 2016 Database Administration are also recommended certifications.

25. ICT2230-E-Business and Web Design

This course has two components: e-Business and Web Design. In the e-Business component, students are introduced to concepts and operations of e-Business. In the Web Design component, students are introduced to the strategic significance of web design and are taught how to apply standards including XHTML and CSS, to use web development tools, and how to apply theories of web design to develop efficient business websites. The main concern is on retrieval and display of data and information to end users. The course stresses a business-oriented design, construction, test cycle, and introduces students to the combination of numerous data sources into a website. management, and communication. Students are exposed to major operating systems including Windows, Linux, Unix, and Mac. Students learn how to install, configure and manage an operating system within a computer network and/or standalone. It usually requires an introductory course in computer networks as a prerequisite.

26. ICT2140-Computer Network Fundamentals

This course serves as a prerequisite for many other network and data communications courses. Students are taught the different elements of a computer network and data communications systems, how these network and systems operate, as well as media, signals, encoding and bandwidth used in computer networks. Students are introduced to the concept of local area networks, cable modems and wireless networks (from 1G to 4G and beyond. You will learn about frequency reuse, capacity, channel coding, modulation and demodulation, OFDM, MIMO and other topics). Other topics covered in this course include network applications and programs to interface protocols and IP addressing as well as routing algorithms, DNS, HTTP, Wi-Fi, peer-to-peer systems, and protocol verification.

27. ICT3201-Information Systems Administration

Students learn about the following topics:

- Computers: hardware assembly and troubleshooting, operating system installation, booting, shutting down, user management, permissions, software troubleshooting, log files, backup methodologies, maintenance requirements and methods, registries and system files, and security.
- Networks: hardware, planning, installation, WANs & LANS, the Internet, troubleshooting, and security.
- Servers: hardware, user management, resource management, permissions, command and control, domains and groups, file systems, sharing files, system virtualization, remote management.
- Projects: Planning, estimates, client interaction and expectations, service level agreements, records management.

Student learning outcomes:

- Build a functioning general-purpose computer from scratch.
- Demonstrate how to plan, install, and troubleshoot a Local Area Network, connecting it to a Wide Area Network.
- Demonstrate how to manage a server for the purposes of providing specific services to a collection of users and devices, including manipulation of user accounts, resource management, and security.
- Demonstrate how to maintain a collection of devices using remote management tools in both centralized locations and across de-centralized organizations.
- Describe how to plan major and minor tasks and time so that services are stable and effective, and meet a Service Level Agreement.
- Produce written documentation of system problems, solutions, processes, and procedures.
- Create programs and demonstrate facility in programs and tools that automate system administration tasks.
- Participate effectively in a team environment.

28. ICT3225-Network Design and Implementation

Computer networks are now widely used in organizations. As these networks provide a wide range of services for the efficient and effective operations of organizations, there has been increased demand on students, who would become network professionals to understand and master all aspects of networks. This undergraduate course builds on knowledge acquired from a network foundation course and focuses on the design and implementation of networks. The course adopts a Top-Down practical approach to designing and implementing computer networks that are reliable, secure, and scalable. Using the Top-Down approach, students will focus first on the applications and user requirements of the anticipated computer networks before selecting network devices, cabling, and relevant technologies to implement the networks. The course will enable students learn how

to design and implement computer networks that are aligned with organizational business goals in today's changing and competitive business environment. The course should be aligned with a recognised networking certification such as CISCO CCNA, or CompTIA Network+, or Huawei HCIA-Datacom Course, or HCIA-Routing & Switching.

29. ICT4110-Data Management Communication and Networking

This course will enhance students' comprehension of a model of Information Systems made up of data acquisition, data manipulation, data transportation, data display and data storage. It will examine how recent computer systems work with data across multiple systems to produce required critical information to employees and managers on time. It will also provide to students an insight into networked communications in support of business functioning. The course will make students ready to work with data in contemporary and highly linked organizations around the globe. The course is partially related to the Huawei HCIA-Storage course

30. ICT4900-Final Project I

The course focuses on learning the steps involved in the development and implementation of a software project for the benefit of an external entity and the student. At the end of this course, the student should have written a proposal for the system to be developed in ICT4901-Final Project II.

31. CS4430-Cloud Computing

Cloud Computing is a large-scale distributed computing paradigm which has become a driving force for information technology over the past several years. The exponential growth data size in scientific instrumentation/simulation and social media has triggered the wider use of cloud computing services. This course covers topics and technologies related to Cloud Computing and their practical implementations. Students are expected to explore different architectural models of cloud computing, the concepts of virtualization and cloud orchestration. They will gain hands on experience with various features of popular cloud platforms such as Google App Engine, IBM Bluemix and Amazon Web Service throughout the lectures, tutorials, and laboratory sessions. Advanced cloud programming paradigms such as Hadoop's MapReduce is also included in the course. They will also learn the concept of modern Big Data analysis on cloud platforms using various data mining tools and techniques. The lab sessions cover cloud application development and deployment, use of cloud storage, creation and configuration of virtual machines and data analysis on cloud using data mining tools. Different application scenarios from popular domains that leverage the cloud technologies such as remote healthcare and social networks will be explained. The theoretical knowledge, practical sessions and assignments aim to help

you to build your skills to develop large-scale industry standard applications using cloud platforms and tools. The course should be aligned with recognised Cloud Computing certifications such as Amazon Web Services (AWS), Solutions Architect - Associate, Microsoft Certified: Azure Fundamentals, Google Associate Cloud Engineer, IBM Certified Technical Advocate - Cloud v3, Cloud Security Alliance: Certificate of Cloud Security Knowledge (CCSK), Huawei Cloud Computing (HCIA), Huawei Cloud Services (HCIA).

32. ICT4202-Information Security

The course provides an in-depth understanding of security issues in contemporary information systems. Social, scientific and legal measures that address the problem of security in information systems are discussed with a view to preparing the scholar for further work in evolving robust security solution to emerging problems. Spamming, phishing, intrusion detection, anti-spam systems, the use of proxies and cyber forensics are explored extensively. Policy issues are also examined as it affects the trans-national nature of cybercrime. In this regard, the Top-up BSc in ICT programme is broad-based and covers a range of technical and soft skills that Information Systems and ICT scholars are expected to possess. Course content should be guided by recognised certifications such as CompTIA Security+ (SY0-601), EC-Council Certified Ethical Hacker (CEHv11), (ISC)² Certified Information Systems Security Professional (CISSP), Huawei HCIA-Security course.

33. CS4460-Artificial Intelligence

This course presents an introduction to the basic principles and techniques of artificial intelligence. Topics will include specific AI techniques, a range of application areas, and connections between AI and other areas of study (i.e., philosophy, psychology). Techniques may include heuristic search, automated reasoning, machine learning, deliberative planning and behaviour-based agent control. Application areas include robotics, games, knowledge representation, and natural language processing. The course should be guided by content of recognised certifications such as Huawei HCIA-AI course.

34. ICT4410-Project Management

This course guides students through fundamental project management concepts and behavioural skills needed to success-fully launch, lead, and realize benefits from projects in profit and non-profit organizations. Successful project managers skillfully manage their resources, schedules, risks, and scope to produce a desired outcome. In this course, students explore project management with a practical, hands-on approach through case studies and class exercises. A key and often overlooked challenge for project managers is the ability to manage without influence - to gain the support of

stakeholders and access to resources not directly under their control. Special attention is given to critical success factors required to overcome resistance to change. We will review causes of project failure and how to mitigate risks through proper planning in the early phases of a new initiative. The course should be guided by content of recognised certifications such as Project Management Professional (PMP).

35. ICT4201-IT Policy and Strategy

The course provides a comprehensive understanding of the strategic value of information systems, and the planning and development of strategies and policies to support the use of information systems in the context of organizations and institutions. This course explores the core information systems capabilities which enable managers to understand the processes of policy-making, develop competence in communicating with policy makers, demonstrate leadership in technology strategy, manage ICT outsourcing and risk management, develop literacy on technology law, and develop the knowledge to identify, acquire and implement new technology applications to sustain competitive advantage.

36. ICT4203-IT Service Management

The focus of this course is on IT Service Management (ITSM) best practices as defined by Information Technology Infrastructure Library (ITIL), Capability maturity Model Integration, Six Sigma and Total Quality Management. It stresses on ITSM drivers of processes and strategies to make a practicable IT organization. The course will impact on students; the foundation, values, strategies and operations of ITSM. It covers a number of hands-on activities and exercises to focus on service support and service delivery. The course should be guided by content of recognised certifications such as ITIL.

37. ICT4901-Final Project II

The course focuses on the development and implementation of a software system for the benefit of an external entity and the student. Projects in this course will include system analysis, design and implementation of the proposal written in ICT4900-Final Project I. Project documentation will be required at the completion of the course. Oral presentation may be required by the examiners.

38. CS4461 Machine Learning

This class is an introductory undergraduate course in machine learning. The class will briefly cover topics in regression, classification, mixture models, neural networks, deep learning, ensemble methods and reinforcement learning. Course content should be guided by recognised machine learning certifications such as Springboard's Machine Learning Engineering Career Track, AWS Certified Machine Learning - Specialty, Professional Machine Learning Engineer by Google, Azure AI Engineer

Associate by Microsoft, IBM Machine Learning Professional Certificate, Machine Learning from Stanford University.

Prerequisites: Students should understand basic probability and statistics, and college-level algebra and calculus. For example, it is expected that they know about standard probability distributions (Gaussians, Poisson), and also how to calculate derivatives. Knowledge of linear algebra is also expected, and knowledge of mathematics underlying probability models will be useful. For the programming assignments, they should have some background in programming, and it would be helpful if they know Python.

39. ICT4120-E-Governance

The course explores how ICTs are affecting how people interact with government, and how governments are using and managing ICTs to promote transparency and offer better information and services to the public. The course will cover methods for developing and accessing e-government applications using Internet, mobiles and other forms of ICTs, and the policy, privacy and ethical issues relevant to the implementation and management of e-government systems. Other topics include the use of ICTs in non-governmental organizations, tele-democracy and aligning IT resources in the public sector.

40. VAR2113-Virtual Reality Development

An introduction to the principles of virtual reality (VR) and Augmented Reality (AR) hardware and software, focusing on current industry standards and applications. This course involves applying core design theory to immersive technology development. Allocated project work will provide students with an opportunity to gain insight into the specific roles associated with VR and AR creation, as well as a deeper understanding of game engines, spatial sound, programming and 3D modelling.

Upon successful completion of this course, students should be able to:

- classify the roles and responsibilities within current VR, MR and AR development frameworks.
- apply appropriate design theory/ methodologies for immersive technology development from a project-oriented perspective.
- formulate and manage a production schedule orientated specifically towards immersive technology.
- demonstrate intermediate literacy in game engine use.

41. CSF4117-Data Mining Analytics and Visualisation

Data mining, analytics and visualisation is a data science course with the aim to develop methods to examine sizable and multivariate datasets. Their common

purpose is to uncover hidden patterns, unknown correlations and other useful information useful to make better decisions. This course will introduce methods of data acquisition and concepts of data mining, machine learning and big data analytics. Key data mining methods of clustering, classification and pattern mining are illustrated, together with practical tools for their execution. The applications of these tools on real datasets, to show how they can help us to analyse the digital traces of human activities at societal scale, to understand and forecast many complex socio-economic phenomena. The course will have a hands-on approach, with home works, practical classes and projects. Students are free to work in any computer language/network software they feel most comfortable. However, during the class all examples and sample code will be provided in Python and Jupyter notebooks, thus the use of Python is strongly encouraged. Content for the course is guided by recognised certifications such as Huawei Certified ICT Associate in Big Data, Google Data Analytics Professional Certificate.

At the end of the course, the student should be able to:

- understand and identify the challenges in analysing massive data.
- select a proper data mining algorithm for extracting meaningful information from such data.
- become familiar with a wide range of visualizations techniques from which he/she can select to properly present both to specialists and to general public results of performed data mining.

42. TEL4123-Internet of Things

Students will look at the layers and associated core technologies that make up an Internet of Things (IoT) computing environment. They will examine the fundamental IoT design issues, and the current and emerging hardware and software technologies that are used to support a range of IoT applications. To study this module, the learners need to take the Introduction to Programming course in year one, or show Java programming knowledge and a basic understanding of communication networking environments, from both a hardware and a software perspective. Course content should be aligned with recognised certifications such as Introduction to the Internet of Things and Embedded Systems Coursera certification, Huawei HCIA-IoT Course.

After completing this course successfully, students will be able to:

- Evaluate the design and development of technologies on different layers, for typical IoT systems
- Evaluate the current and emerging issues in the research and development of IoT that cover current architectures, technologies, applications and trends
- Develop effective applications or protocols to exploit commercially available sensors and actuators in an IoT architecture

43. CSF4122-Blockchain and Bitcoin

Bitcoin and blockchain, the universal ledger where bitcoin transactions are recorded, are leading the cryptocurrency revolution. This course covers the mathematical, computational, and economic foundations of blockchain, and exposes students to the societal and legal implications of a decentralized monetary system based on consensus. Students learn what bitcoins are, why it is possible to make money using bitcoins, and why it is so volatile. Through practice with bitcoin and Ethereum-based software platforms, students build decentralized applications, develop an understanding of cryptographic principles, and revisit critical economic questions, such as what is money, what is a transaction, and who should authorise a transaction.

44. ICT4230-Mobile Application Development

Students learn how to develop applications for mobile devices, including smartphones and tablets. Students are introduced to the current mobile operating systems and mobile application development environments. Students design mobile applications with more than one user interface and more than one system component. Students develop applications for two popular mobile devices. Students create mobile applications that have more than one interface, that are stand-alone, and those that link to databases. Students design and build a variety of apps throughout the course to reinforce the concepts being taught and to help students practice what they are learning.

45. CSF4116-IT Auditing and Assurance

This course presents information systems audit and control concepts and management practices. As business continues towards a more substantial reliance upon the capabilities of information systems, it becomes increasingly important for auditors to understand information systems and how they relate to financial and general organizational controls. Upon completion of this course students will be able to conduct audits of information systems. This course presumes prior exposure to general audit concepts and a general knowledge of information systems. The course content should be aligned with the Certified Information Systems Auditor (CISA) syllabus.

46. ITP3910-Internship

Students will undertake an Industrial Placement (Internship) scheme after the second year before choosing the domain of specialty in the final year. AJU may optionally facilitate placement but students are expected to identify their internship locations. During the internships, students are required to apply skills learned in their coursework. The Programme Coordinator and his/her team will visit the student several times. The student must fill the Internship Placement form after securing a

placement. Upon completion of the internship, the student must make a presentation of the Internship Project in the Internship Project Course Presentation in the first semester of the fourth year. The student who fails to secure of placement for internship may not be allowed to continue the Programme. The During the fourth year of the program, students will focus on specific areas of study with the goal of gaining more domain specific knowledge.

47. ITP3911-Internship Project

At the beginning of Internship, the student must identify an Internship Project and work with the Programme Coordinator for approval. The Internship Project will be presented and submitted for final assessment in the first semester of the Fourth Year.

48. ICT3100-Service Program

Students are required to engage in a service programme during the course of their studies. Each student ought to complete 10 Credits (100 hours of service within the four years of the degree programme). The service programme is organized and coordinated through the Office of the Chaplain/Service Programme Director.

7.6 Assessment and Examinations

The University criteria as stipulated in the general academic regulations #3.19 - #3.23 above shall apply.

7.7 Partnership/Collaboration/Connection

Arrupe collaborates with other Jesuit institutions around the world in sharing resources like books, exchange of lecturers and joint programs.

7.8 Aptitude Test: Arrupe Competency and Aptitude Test

Each student admitted to the Programme will sit for an aptitude test administered by the University. This is to better prepare the students for the studies. The test will cover the following areas:

- a) English Language: essay writing, reading and listening comprehensions, and verbal reasoning.
- b) Quantitative reasoning: statistics, geometry, trigonometry and numerical reasoning.
- c) Critical and analytic reasoning: this section will not focus on any particular content or authors but general questions on natural analytic and critical reasoning abilities of students.
- d) Ethical and judgmental reasoning: also, this will not focus on any particular ethical theories or theological teachings, but simply on the students' ability to reason out ethical questions and dilemmas.

The passing grade for the overall test is 60%.

7.9 Award of Degree

All students who meet all the requirements for the completion of the degree will be awarded their degree, Bachelor of Science Honours Degree in Information and Communication Technology under the seal of Arrupe Jesuit University.

RELEVANT WEBSITES

Library Websites:

Internal Library: <http://polanco.jesuits-africa.education:8080/jspui>

Ebooks: <https://www.aju.ac.zw/our-library/>

AJU Library Catalogue Online: <http://library.aju.ac.zw:8000/>

External websites

Main site: www.aju.ac.zw

Arrupe Online: <https://www.aju.ac.zw/moodle> and JSTOR: www.jstor.com

Course Registration <https://jesuits-africa.education/acis/ais/>

Arrupe Portal: <https://www.aju.ac.zw/acis>

Online Journal: <https://www.aju.ac.zw/journals>

Arrupe Online Store: <https://www.aju.ac.zw/acshop>

Center for Ethics: <https://www.aju.ac.zw/ethics>

E-Learning Center: <https://elearning.aju.ac.zw>

AFCAST: <https://www.aju.ac.zw/afcast>

Arrupe Jesuit University Model United Nations <https://ajumun.aju.ac.zw/>

Google Classroom: <https://classroom.google.com>

Google Email: <https://mail.gmail.com>

Department of Short Courses

The details of all available courses can be found on the University website, www.aju.ac.zw. The calendar for the block release and part time courses can also be found on the website.

CALENDAR ADJUSTMENTS

The General University Calendar is subject to change due to circumstances. You are duly advised to check the University Website and the AJU Google Calendar for current information.

2022 -2023 Calendar Link: <https://docs.google.com/spreadsheets/d/1-Hr36QkWrU0HDvArrQT7d1GTWGEpjVfiBS2TgjBJGY8/edit?usp=sharing>

The Students' Association Activity Calendar can be found on the University Website and on Google Calendar. However, all major events are stated on this calendar.

Publications:

Chiedza Journal: A student journal is published in December and May of each year. *Chiedza* is a Shona word that means Light. Refer to www.aju.ac.zw/journals

Maat Na Hatata: An interdisciplinary research journal published annually by Arrupe Jesuit University. *Maat na Hatata* translates to "The Light of Reason". Refer to <https://aju.ac.zw/journals2022/>

Newsletter

Arrupe Insider is a university newsletter published once a month on the University Website. Refer to www.aju.ac.zw/arrupeinsider

Media Center: All University pictures are available for download from the AJU Media Centre Google Drive.

Centre for African Studies: All events of the centre will be published on the University Website.

Centre for Ethics in Society: All events of the centre will be published on the University Website.

AFCAST: All events of the centre will be published on the University Website.

AJU COVID19 Policy: All are required to observe all the directives of the policy on campus and off campus.

Child Protection Policy: All are required to observe all the directives of the policy.

A.M.D.G

OUR MISSION

To be an African Jesuit Centre of Academic excellence, making a quality contribution to integral human formation through the development of women and men of intellectual competence, compassion, conscience and commitment in the service of justice and love based on research and innovation.

OUR VISION

To be a world class African Jesuit University offering integral human development

Arrupe Jesuit University
16 Link Road
Mount Pleasant
Harare, Zimbabwe

Contacts:
Website: www.aju.ac.zw
Facebook: arrupejesuituniversity
Telephone: +263 242 745411
WhatsApp: 782366025