



# SOLUSI UNIVERSITY

GRADUATE STUDIES

# BULLETIN

*2025 - 2028*

Revived

Recapitalized

Rebuilt







# SOLUSI UNIVERSITY

## GRADUATE STUDIES ACADEMIC BULLETIN (2025-2028)

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*“The fear of the Lord is the beginning of knowledge,  
But fools despise wisdom and instruction”  
(Proverbs 1:7 NKJV)*

THANKS

TO JESUS CHRIST, OUR CREATOR AND  
REDEEMER...

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**Solusi University**

A Chartered Seventh-day Adventist Institution of Higher Learning



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## ACCREDITATION

SU (SU) is chartered (licensed) by the Zimbabwe Government. It is accredited by the Zimbabwe Council for Higher Education (ZIMCHE) and the Adventist Accrediting Association/International Board of Education (AAA/IBE).



## POLICY REVISIONS

SU reserves the right to make changes relating to the Bulletin through Senate Actions. Such Senate Actions shall be published through Solusi Information Systems (SISs) making it the responsibility of each student to remain informed of the changes in academic requirements. Each student is responsible for checking updates on current graduation requirements in the appropriate degree program as well as academic progression.

## SOMETHING TO KEEP IN MIND...

The Bulletin serves as a guide for an academic journey. It describes the academic program students select and the requirements to be fulfilled in order to graduate. Before enrolling at SU, or registering for subsequent Semester/Bimester/Block, students must refer to the Bulletin requirements. The academic programs of study are divided into chapters by Faculty and Departments. Programs have Coordinators, Department Chairpersons and Faculty Deans. It is important that students work closely with the above mentioned offices for academic and financial advisory. Further advisory may be sought in the Registrar's Office or the Student Finance Office as deemed applicable.

Note that it is the responsibility of each student to keep track of their graduation requirements in order to complete the program and graduate in time. Graduating in time means completing program requirements in the period of study specified. Where there are constraints, or challenges the program must be completed within twice the duration prescribed for the program, e.g. a four year program cannot go beyond eight years.

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## Contact Information: (Email and Phone)

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Students Finance Office: [studentfinance@solusi.ac.zw](mailto:studentfinance@solusi.ac.zw) +263 29 226 4706

Office of Immigration: [registrar@solusi.ac.zw](mailto:registrar@solusi.ac.zw) +263 29 2880890

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## MESSAGE FROM THE VC

Welcome to SU, a place where we are committed to revival, recapitalization, and rebuilding as we transition from being the Mother of African Missions to the Mother of Global Missions.

**Revived:** SU is a Seventh - day Adventist Institution of higher learning which is set apart or is a sacred space for connecting with the Almighty God in Heaven. As you join us, seize the opportunity to deepen your spiritual connection with God. John 14:6 says, “I am the Way, the Truth and the Life”, hence we believe that life begins with an honest relationship with our Creator and Redeemer, and we fully embrace this as we strive to serve.

**Recapitalized:** To fuel our growth, SU aims to raise USD 130 million for our next phase, which includes preparing missionaries in new faculties. Our expansion plans feature a hospital and a medical school, an engineering workshop, and an engineering school. We believe every profession plays a crucial role in bringing Christ to the marketplace, and we are dedicated to supporting this mission as we serve for eternity.

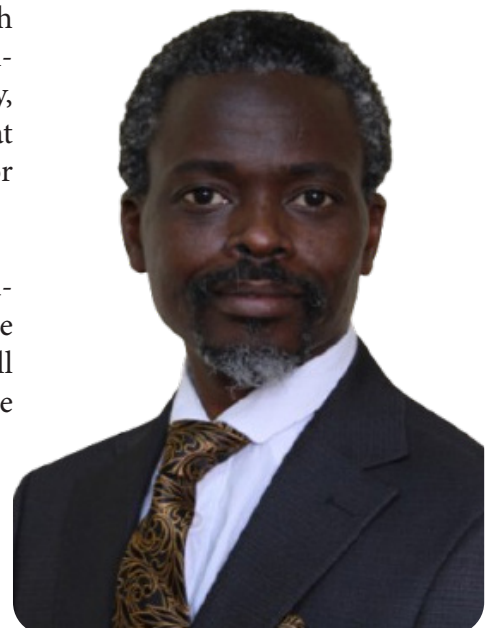
**Rebuilt:** Reviving our spiritual role and securing resources for growth naturally leads to building new infrastructure. This will enable us to fulfill our mission wholistically. In a rapidly changing world—spiritually, technologically, and environmentally—we must rebuild in ways that align with the biblical mandate to educate the head, heart, and hand for this world and for eternity.

As you join SU, become part of our revival, recapitalization, and rebuilding journey in your unique way. Your future is brighter, and the future of mission-driven education is even brightest globally. The bulletin will serve as a companion during your academic journey with SU – embrace it and make full use of it.

Missionary Regards



Professor Khumbulani Mpofu, PhD  
*Vice Chancellor, Solusi University*



## PHILOSOPHY

SU believes that human beings were created by God in His own image and that, through sin, they were separated from God. However, through the redemptive work of God's Son, Jesus Christ, humans can be restored to a full relationship with God. In keeping with these beliefs, SU puts special emphasis on the development of the individual's spiritual, mental, physical and social faculties.

SU believes in the equality and dignity of all humans, regardless of race, tribe, gender, creed, color or handicap and further that a life dedicated in service to God and to fellow human beings constitutes the essence of the University's existence.

## VISION

To be a Christ-moulded universitas with a heart to serve the world for eternity

## MISSION

To provide quality, wholistic and transformative and innovative education driven by the Adventist philosophy

## CORE VALUES

Christlikeness  
Integrity  
Quality Service  
Transparency  
Innovativeness



## PHILOSOPHY

The Educational Philosophy of SU recognizes that true education has to do with the harmonious development of the whole person. To achieve this broad aim, the University provides an environment in which students are encouraged to develop and strengthen their commitment to Jesus Christ, experience personal and social growth, develop their appreciation for beauty, and develop a pattern of healthful living as well as achieve academic excellence. Information about the entities of SU is as follows:

## CAFETERIA

SU operates a kitchen and a cafeteria offering a variety of vegetarian meals. Residence hall students are expected to have their meals in the cafeteria. Currently the cafeteria runs on a pay as you eat basis. Students are not allowed to cook in the hostels without permission from the University. All cooking utensils owned by students and authorized by the university are to be registered with the Deans of Residence. Students are liable for hazards that occur due to use of unauthorized gadgets in the residence halls.

## UNIVERSITY STORE AND BAKERY

Subject to availability, the store sells textbooks, general reading materials, stationery supplies, sporting materials, groceries, fruits and vegetables, bread and confectionaries from the bakery.

## CLUBS ON CAMPUS

The university organizes clubs as needed for students to help further develop their interests or capabilities. Departments or professional bodies may also form clubs. Current clubs include the following:

Accounting  
 Adventist Youth (AY)  
 Agriculture  
 Boost/SIFE Fellowship  
 ECONET Elevate  
 Computer Society  
 English  
 Family & Consumer Sciences  
 History  
 International Students Association  
 Leadership Empowerment Organization  
 Literature Evangelism  
 Marketing  
 Master Guide  
 Ministerial Association  
 Pathfinder  
 Peace  
 Peer Educator  
 Teachers of Tomorrow  
 Toastmaster – Public Speaking

## COMPUTER CENTRE

SU believes that digital fluency is no longer optional but a necessity as it contributes greatly to increased access, successful leadership, innovation, and impact in today's world. The institution therefore, goes beyond traditional computer training to give all students a transformative journey/experience into the heart of the digital age despite varied backgrounds in computer skills.

The lab is a collaborative playground for future-oriented minds as students engage with industry-standard software, programming environments, digital design suites, and AI-powered productivity tools. Real-world projects, research support, and cross-disciplinary collaboration are all part of the experience. Through teaching and learning processes, students learn how to apply computer technologies appropriately. Examples include the following experiences: Artificial Intelligence (AI), intelligent systems development, data visualization, media content creation, cyber-security, etc. As a result, all students are expected to bring their own laptops and smart devices where possible.

## EDUCATIONAL FACILITIES FOR DEPENDENT MINORS

There are adequate educational facilities for dependent children of married students, faculty and staff as follows:

1. Solusi Adventist Early Childhood Development Centre (ECD)



2. Solusi Adventist Primary School
3. Solusi Adventist High school

### **FARM, GARDEN & ORCHARD**

Depending on the marketing calendar, various fruits and vegetables can be found at the university farm at affordable prices. For safety and security reasons, students should:

1. Not pick fruits or vegetables on campus without permission.
2. Watch out for cattle and wild animals on the farm.
3. Not engage in unauthorized fishing on farm dams. Students who wish to do fishing as a hobby must get authorization from the Dean of Students (DOS).

### **GUIDANCE AND COUNSELLING**

The University has a full-time Guidance and Counseling office situated in Beit-Hall. Services include emotional and mental support services to all faculty, staff and students. Counseling is done in strict confidence and no information is released except by the written request of the person counseled, or as normally required by law.

### **HEALTH SERVICES**

The campus clinic has qualified staff approved by the Ministry of Health and Child Care (MHCC). Basic health and emergency care services are available to each student. Patients whose health care needs cannot be met by the campus clinic are sent to Referral Health Centres in Bulawayo.

### **UNIVERSITY ACCOMMODATION**

**Married Students Quarters (MSQ):**

Students with families are normally expected to live as a family in MSQ provided by the University. The houses are furnished. Students who plan to marry during the course of the semester must apply for accommodation in advance. Students who complete their studies or graduate but are not able to vacate the assigned accommodation as expected due to travel logistics must apply to the DOS for extended stay. Any other concerns regarding MSQ housing must be channeled to the DOS through the Mayor.

#### **Residence Halls:**

Single students with no families on campus are provided accommodation at the Male or Female Residence Halls. For students in Residence Halls, concerns should be channeled to DOS through the Dean of Men or Dean of Women. Residence hall students are expected to have their meals in the cafeteria. Currently the cafeteria runs on a pay as you eat basis. Students are not allowed to cook in the hostels without permission from the University. All cooking utensils owned by students are to be registered with the University. Students are liable for hazards that occur due to use of unauthorized gadgets in the Residence Halls.

### **LIBRARY**

SU Library (Ralph Watts Library) was built in memory of the late Pastor Ralph Watts Sr. (an evangelist who served the Seventh-day Adventist Church as pastor, departmental director, Conference Union and Division President and General Vice President of the General Conference). It was inaugurated on 7 December, 2003.

#### **Membership:**

The Library is an affiliate of the Zimbabwe University Library Association (ZIMLA) and the Zimbabwe University Libraries Consortium (ZULC).

#### **Services Offered:**

Ralph Watts Library offers academic library resources and services, which include Computers, Internet, e-resources and KOHA online cataloguing system for students and staff.

E-Resource Services are available for all the registered students and lecturers engaged in teaching-learning activities at SU. The open access e-resource links are provided and accessible on the website of Solusi ([www.solusi.ac.zw](http://www.solusi.ac.zw)) by using username and the password. The links to Ellen White E-Resources and Audio Books are also provided.

#### **Library Rules and Regulations:**

- All users maintain silence at all times.
- All the library users are required to present their valid student I.D. and register at the circulation desk to become a library member.
- Students are allowed to bring their laptops and notebooks. Laptop bags are to be deposited at the depository section.
- Library users are prohibited from eating, chewing, loitering, shouting or being involved in any kind of group discussions; however discussion rooms are provided when required.
- All patrons must avoid revealing attire, sleeveless tops, push in sandals and refrain from wearing caps inside the library.



- Library users are prohibited from using cell phones within the library.
- Undergraduate students are permitted to check out a maximum of 3 books at a time.
- Masters and Postgraduate students are permitted to check out a maximum of 5 books at a time.
- All the users are required to update the checkout books before they expire. You are not allowed to register if previous books are not returned or have outstanding fines.
- Books not returned on their due dates will be charged one dollar a day.
- Students who lose or misplace a library book must replace it with the current one.
- Do not reshelf the books.
- A charge of one dollar will be placed for missing/missing pages or any kind of physical damage done to each book.
- Library users are prohibited from marking the books, periodicals, newspapers, pamphlets, tables and Chairpersons or any other property of the library.
- Anyone caught mutilating or vandalizing library materials shall be penalized and subject to disciplinary action.
- Anyone leaving the library must present his/her belongings and must be rechecked for any item that is not recorded.

### **Library Hours:**

The library opening hours are as indicated below:

Sunday:	12am	—	9pm
Monday to Thursday:	9am	—	10pm
Tuesdays:	9am	—	5pm
	7pm	—	10pm
Friday:	9am	—	1pm

### **SPORTS AND RECREATIONAL FACILITIES**

Facilities for various sport activities of the students for physical fitness and social development are available in the University. Included are outdoor games (ball games) and indoor games (gym, pool, slug, snooker, table tennis, chess, etc.) There is also ample space on campus for exercise and social activities. Since physical fitness aids in mental excellence, each student is encouraged to adopt a regular program of recreation and exercise.

### **RELIGIOUS LIFE AND CONVOCATION ATTENDANCE**

Face to Face Convocation:

Convocation is one of the requirements for graduation although it's intended for students' spiritual growth and development (see General Course requirements). Both main campus and off campus students are required to do face-to-face convocation. For spiritual development of students, convocations are held every Tuesday, Friday, and Saturday. There are also special weeks of spiritual enrichment arranged by the University administration that are intended to provide important opportunities for personal and spiritual growth. Choosing to come to the University implies willingness to attend these appointments as part of the total educational package. Therefore, students are expected to participate in all convocation related meetings. The topics on these services are collaborative efforts of the University Church and the Spiritual Master Plan Committee of the University. The topics for Tuesday and Friday vespers and Sabbath Services deal with the CORE values of the University. The Divine Worship is Christ-centred embodied in John 3:16: For God so loved the World that He gave His Son as sacrifice for our sins. Therefore, we must love others as He loves us (Gal. 5:14).

Since convocation is considered to be an important part of the student academic experience, regular attendance is required of all students and an attendance record is maintained. All Convocation shortfalls from both campuses should be made up before December 31 of each year, either attending the church service or writing summaries of 3 Chapters in Christ's Object Lessons by E. G. White. Students from various off-campus Centres must work closely with Centre Managers to observe the above mentioned topics during their convocation. Attendance is checked by Centre Managers and students who fulfill the requirements will be awarded a passing Convocation Grade through the Office of the Dean of Students.

The Seventh-day Sabbath is observed at SU from sunset Friday to sunset Saturday in accordance with the Biblical injunction, and all students are expected to conduct themselves in harmony with the sacred nature of this day. In addition to the structured meetings and worship services, the students are encouraged to participate in the daily prayer bands, witnessing groups and other less formal religious activities that promote Christian development and service.

### **STUDENT REPRESENTATIVE COUNCIL (SRC)**

The student body is organized as SRC (see Student Association Constitution in the Student Handbook). SRC is a student-led body that represents student interests or concerns in line with the Vision, Mission and Values of SU and it is coordinated in the office of the DOS.



Acting as a bridge between students and the university administrative structures, SRC's key roles include the following:

1. Representation in decision-making processes such as applicable committees
2. Advocacy for students' welfare, academic interests and policies, accommodation among others
3. SRC communicates students' concerns and feedback between students and faculty/administration
4. Students' support services: services may include sharing university published information on academic programs, work programs and any other information that may help returning, new and prospective students.
5. Campus life: SRC is expected to organize social and recreational activities that promote unity and a sense of community within the university

## **STUDENT CENTRE**

The University provides a Student Centre which houses several facilities that are for student use. In addition to housing some indoor games, such as mini soccer and a pool table, there is a television set with disks for students to watch international and local news and sports. Student managed tuck shops selling a variety of products and offering services are also available. It is expected that students will spend some time relaxing and socializing at the Centre.

## **STUDENT WORK PROGRAM**

The University operates a number of auxiliary and vocational services where students may work part-time to earn a portion of their school expenses. These opportunities are intended to engage students in productive and useful labour that can help develop character traits of industry, dependability and initiative.

## **VEHICLES AND TRANSPORT TO TOWN**

Married and single students are permitted to have their own vehicles on campus under the following conditions:

1. The driver of a vehicle must be properly licensed, and the vehicle must be currently licensed and appropriately insured, and upon arrival must be registered with the Office of the DOS.
2. The student will have town days Wednesday, Friday and Sunday using university transport.

NB: Students with emergencies must liaise with the resident hall deans or the mayor for MSQ.

## **STUDENT CONDUCT**

SU was founded on Christian principles as understood by the Seventh-day Adventist Church, and a conscious effort is made to maintain standards of dress, conduct, and self-control which reflect the spiritual Christ-like principles of Seventh-day Adventists. The University interprets the presence of the students on campus as evidence that they have chosen this University because of the Christian way of life it espouses. Admission to the University is a privilege that entails acceptance of individual responsibility for honour, integrity, self-discipline and a willingness to live in accordance with Christian principles. Details concerning the Student Behaviour Code are printed in the Student Handbook, and it is the duty of all students to become familiar with the Handbook, and to regulate their life thereby. Any regulation adopted and announced by the administration and/or faculty has the same force as those guidelines already in print.

Attendance at the University is a privilege, not a right. In order to safeguard its scholastic and moral atmosphere, the University reserves the right to request separation/dismissal of all students whose presence is deemed detrimental to its mission and function following a thorough investigation. Students may forfeit connection with the University without any overt act if they are not in accord with its standards and objectives. The use of tobacco, alcoholic beverages, narcotics or other illicit drugs, dancing, indulging in profanity or vulgarity, possession of lewd or obscene materials, or engaging in improper associations is prohibited. Involvement in any scandal may also be cause for suspension or dismissal.

## **BEHAVIOURAL EXPECTATIONS FOR STUDENTS**

(Refer to Students Handbook for more details)

The Christian ethic demands respect for duly constituted authorities. This includes both civil authorities and those other authorities such as parents, teachers, work supervisors, University administrators, etc., to whom the individual is subordinate.

SU is dedicated to upholding respect for civil law as well as respect for the principles of Christian deportment. Off-campus misconduct may raise questions concerning the suitability of students to be members of the SU community. At the same time, misconduct on campus may be judged by its disruption of the normal functioning of the University. Thus, it is recognized that some types of misconduct may constitute violations of both civil and University codes and actions may be taken by both civil and University authorities without constituting double jeopardy as emphasized by the student's handbook.

The primary concern is to maintain the integrity of its educational function and safety of all residents by up-



holding the principles on which the University was founded. The University recognizes that its work, while being educative and redemptive, involves a certain level of custodial function, and it takes these responsibilities seriously. It asks the students to seek to live by the principles of Scripture given in such passages as Romans 3:2; 2 Corinthians 6:4-12; Philippians 4: 2; and 1 Corinthians 10:31. Students who are committed to being Christian ladies and gentlemen are not likely to find themselves in conflict with University expectations. However, students who, through dress, appearance, conduct or attitude, clearly demonstrate an unwillingness to cooperate with the expectations of the University as outlined in the Student Handbook will be asked to withdraw from the University or may be denied readmission for the subsequent semester. Christ being our example, the following activities are not Christlike and are strictly prohibited on or off campus:

- Lying, stealing, fornication, cheating in any form, that is in examinations, immigration, registration, class assignments, graduation, cafeteria, convocation, orientation, etc.
- Possession or use of illicit drugs, tobacco, or intoxicating drinks in any form.
- Gambling of any kind
- Stealing
- Use of vulgar language or possession of degrading literature and pictures
- Defiance of authority and the incitement of others to insubordination
- The use of violence in any form, including cruelty to animals
- Tampering with locks or the unauthorized possession of a key to any school lock, vandalism and unauthorized entry to buildings
- Possession of firearms or weapons of any kind
- Any form of immorality

### **LEAVE OF ABSENCE**

When students need to leave the campus for any reason, proper arrangements must be made. Forms to be filled are available from the Deans of Residence Halls. The Student Handbook gives further details.

### **PURPOSE OF STUDENT AID**

Student Aid is meant to assist students who are deemed needy and worthy (by the Student Aid Work Program Committee) to complete their education. This aid should be viewed as an effort to provide help to students for school fees only and should not, at any time, be seen as taking over the full responsibility for fees.

### **DEFINITION OF NEEDY STUDENT**

Students considered to be needy should meet the following criterion:

- Demonstrate and/or prove the basis for his or her financial problem, e.g. death of a sponsor, withdrawal of sponsor or other extenuating circumstances.

### **DEFINITION OF WORTHY STUDENT**

Student considered to be worthy should meet the following criteria:

- Completed at least a full semester at SU.
- Have a Cumulative Grade Point Average (G.P.A.) of 2.50 or better.
- May not be on any type of probation, or suspension.
- Demonstrate a commitment to principles for which SU stands for through attitude and deportment.

NB: It is at the discretion of the Student Aid Work Program Committee to examine each case on its merit.

### **APPLICATION FOR STUDENT AID/WORK PROGRAM**

A student must do the following:

- Submit to the Student Finance Officer a personal application letter and complete a Student Aid Work Program Application Form obtained from the Administrative Secretary to the Dean of Students (DOS).
- Produce an accompanying letter from the sponsor indicating the level of support possible and any other proof of extenuating circumstances.

NB: The University Administration works closely with the Zimbabwe SDA Unions and Conferences and other higher church organizations in the development and implementation of the Seventh-day Adventist bursary plan, and is working continuously on the development of additional sources of finance to help needy students.



It is the responsibility of each student to be informed about all matters pertaining to university academic requirements. The University reserves the right to make such changes as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation. Such changes are published on the SIS.

### **REGISTRATION**

Students are expected to register on the dates designated in the University Calendar of Events posted on the SIS. The university reserves the right to update the calendar as circumstances demand. Registration closes before classes begin while late registration closes after classes have commenced.

Late registration is only for returning students except where a new student is being admitted into an already established/formed new cohort for that session.

New students must register or show their commitment to commence by paying at least 50% of the required fees for the session before close of registration (not late registration). Registration of new students as per Calendar of Events allows the university to assess new cohort numbers and communicate to applicants whether or not the cohort will commence or be deferred to the next session before schools open. The above helps both the student and the university to plan. Registration procedures include all those activities involved in obtaining status at the University – academic registration, financial clearance and the filling of all other details required.

Students are expected to be in class at the beginning of each semester. Unregistered students authorized by the Student Finance Office to attend classes until close of late registration will be charged for all services (dormitory & cafeteria included) rendered even if they fail to register by close of the late registration period.

Attending any classes before authorization or completing the registration process is dishonesty and an act of misconduct for which disciplinary measures may be imposed on the offender. Such students shall not be eligible for belated registration. It is the responsibility of students to confirm their registration on the Student Information System before the close of registration. Students who have financial challenges may refer to the payment plan on the fees schedule in consultation with the Student Finance Office at [studentfinance@solusi.ac.zw](mailto:studentfinance@solusi.ac.zw)

### **Late Registration**

Students are expected to be in class at the beginning of each semester. Refer to the Calendar of Events in the Student Information System for the deadline beyond which students may not register for any class.

### **Adding or Dropping a Course**

A course may be dropped or added only after the Chairperson's approval which shall be sent to the Records Office at [records@solusi.ac.zw](mailto:records@solusi.ac.zw). This form, properly completed, must be taken to the Records Office for processing. Official dates as to when changes may be made, when charges for changes go into effect, and when W or F (Withdrawal or Fail) notations are effective will appear in the Academic Calendar. A withdrawal earns no course credit.

### **COURSE LOAD**

The course load is expressed in semester credits. A semester credit represents fifteen 50-minute class periods, meeting regularly each week for one semester/bimester. It presupposes approximately two hours of preparation for each credit hour in class. Thus, a three-credit class would meet three times a week and assignments would require six hours of preparation per week. A laboratory period of three hours is normally considered equal to one regular class period.

The normal class load for undergraduate students is 12 to 18 credits per semester. A student who wishes to register for more than 18 credits must secure permission from the Dean of his/her Faculty. If good scholarship



has been demonstrated by the student the Dean may permit first-year students to register for 19 credits. Second or third-year students may register for 21 credits upon meeting the following conditions or guidelines:

- First and Second year students should have a G.P.A. of 3.00 and above
- Final (third or fourth) year students should have a G.P.A. of 2.75 and above.

Adding to the approved course load by receiving instruction privately, or by distance education courses, is prohibited. Where students are legitimately enrolled in private or distance education studies for an external examination in order to make up for a deficiency or for any other reason, their course load is reduced accordingly. Under no circumstances are students permitted to earn more than 21 credits during any fifteen-week semester, or more than 10 credits during any six-week summer session.

### **CHANGE OF MAJOR**

Students wishing to change from one major to another can do so through the relevant faculty subject to the approval of the Senate Executive.

### **DISTANCE EDUCATION COURSE WORK**

Normally, students do not take distance education courses while in residence but may be allowed to do so because of conflict in schedules. Permission must be obtained in writing from the Senate Executive Committee. The distance education course is counted as part of the regular University load. Six months from the time of enrolment in Distance Education is the period normally allowed for the completion of a course. Where students are legitimately enrolled in a distance education institution in order to make up for a deficiency or for any other reason, their course load is reduced accordingly so that it does not exceed the full or overload limits. Students who wish to enroll in a distance education center must bear in mind that only credits from institutions recognized by the government will be accepted.

A maximum of 16 credits by distance education is accepted toward degree requirements.

### **CLASS ATTENDANCE**

Regular attendance at classes and laboratory periods are required beginning on the first day of each session. Regardless of the reason for class absence, whenever the number exceeds 20 percent of the total course appointments, the grade of F may be recorded. An unauthorized leave of absence from the campus does not excuse students from classes, or relieve them from meeting all required class work.

Three tardies are the equivalent of one absence. For financial and academic record purposes, students are considered as members of a class until they secure the Chairperson's approval to drop and are subsequently dropped from the class list on the Student Information System.

Excuses for absence not due to illness are issued directly from the office of the respective residence hall Dean. A report of a student's illness is issued by a registered medical practitioner. This report should be taken to the respective lecturer/s. Residence hall students are not given an excuse of illness unless they have been confined either to the room or to the clinic by the SU nurse.

### **ASSESSMENT OF CANDIDATES**

Each course is examined by continuous assessment, which shall be given to the concerned student within a week of every submission to the lecturer and by a formal final comprehensive examination. The weight of the final examination normally is 60% and the weight of continuous assessment (assignment, quizzes, etc.) is 40%. However, for continuous assessment the ratio between supervised and unsupervised work is 4:1 (i.e. unsupervised work does not normally carry a weight exceeding 20% of the total of continuous assessment). Any deviation from the above needs approval of the Senate. The recommended duration for final comprehensive examination is:



## **Theory Courses**

1 Credit Course	-	1 Hour
2 Credit Course	-	2 Hours
3 – 4 Credit Course	-	3 Hours

## **Lab Courses**

1 Credit Course	-	3 Hours
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## **FINAL EXAMINATIONS AND GRADE REPORTS**

Students are expected to adhere to the published FINAL COPY of the Final Examination Timetable schedule. Should the examination schedule require students to complete four examinations in one day, this matter may be brought to the attention of the Registrar at an early date for possible rescheduling.

Grades are published on the Student Information System for students to view. Due to automation (self-service), students who are paid up can view their grades on-line and NO PRINTED COPY OF GRADES shall be issued to students. However, students can apply for a full printed interim transcript any time during their course of study as well as a final transcript as alumni (after graduation in addition to the one issued at graduation). Sponsoring organizations and guardians may receive interim transcripts on written request of the student. At registration students should specify any sponsoring person(s) or organization(s) they wish to share the academic results with and provide the addresses of the same (authorization by the student will still be required before release of the grade report).

## **TRANSFER OF CREDIT AND WAIVER**

A student who transfers from approved institutions of higher education may have credits earned in those institutions accepted without validating examinations by submitting complete and official transcripts from each Degree Offering College or university attended. Transcripts are not regarded as valid unless they are sent by the Registrars of those institutions directly to the Office of the SU Registrar. Acceptance of credit for university-level coursework from another institution is subject to the following limitations:

- All previous college/university work must meet a minimum grade of C and a GPA of 2.00.
- Not more than 70% of the total credits are accepted towards a Bachelor's Degree program at SU, and not more than 50% of total credits are accepted towards a two-year Diploma program.
- Zimbabwean University students with - 'O' level or equivalent obtained in Zimbabwe, but who studied at the university level outside the country are considered for admission if they have earned at least 30 semester hours (45 quarter hours) with a GPA of 2.25 or better.
- All credits presented for university transfer credit must be relevant to the students' particular program at SU.

## **PROCEDURE FOR TRANSFERING CREDITS (TC)**

Application for transfer of credits should be submitted during THE FIRST YEAR OF STUDY AT SU

- First the student will request the former University registrar to forward the TC transcript to the SU registrar.
- Upon receipt of the student's transcript, the registrar will submit it to the relevant department for assessment of the subjects to be credited using the required form.
- The relevant department will then outline courses to be credited, sign and send to the registrar for processing. Only courses that carry a GPA of 2.50 (C+) could be credited for major courses and 2.25 (C) for General courses. No core Theology/Religion courses may be accepted for credits coming from a non-SDA institution.

## **GRADES AND GRADE POINTS PER CREDIT**

The authority to determine final grades rests with the department and the Senate. Grades are recorded at the close of each semester as shown in the table that follows:

(Any deviation from this Grading Scheme and assessment may be granted by the Senate Committee, only, at the recommendation of the Faculty board.)



Graduate Studies – Grading Scheme				
Marks in Percent	Letter Grade	Grade Points Per Credit	2 Cr	3 Cr
80 & Above	A	4.00	8.00	12.00
75-79	A-	3.67	7.34	11.01
70-74	B+	3.33	6.66	9.99
65-69	B	3.00	6.00	9.00
55-59	B-	2.67	5.34	8.01
50-54	C+	2.33	4.66	6.99
50-59	C	2.00	4.00	6.00
45-49	D	1.00	2.00	3.00
0-44	F	0.00	0.00	0.00

### CALCULATING CUMULATIVE GRADE POINT AVERAGE

The cumulative Grade Point Average (GPA) is obtained by dividing the total number of grade points obtained by semester credits attempted.

Credits transferred from other institutions do not carry grade points.

Some courses are required and graded but carry no credit. Such credits earn a grade of S/U (Satisfactory or Unsatisfactory) and are not used in calculating the Grade Point Average.

The calculation of GPA is based on the following table:

GPA Calculation & Quality Points for Each Letter Grade						
No.						
Credits	1 Cr	2 Cr	3 Cr	4 Cr	5 Cr	6 Cr
A	4.00	8.00	12.00	16.00	20.00	24.00
A-	3.67	7.34	11.01	14.68	18.35	22.02
B+	3.33	6.66	9.99	13.32	16.65	19.98
B	3.00	6.00	9.00	12.00	15.00	18.00
B-	2.67	5.34	8.01	10.68	13.35	16.02
C+	2.33	4.66	6.99	9.32	11.65	13.98
C	2.00	4.00	6.00	8.00	10.00	12.00
D	1.00	2.00	3.00	4.00	5.00	6.00

Students may calculate their SEMESTER GPA by the following method (also using the table above):

- Multiply the number of credit hours by the number of grade points per credit (quality points) assigned to the letter grade earned in each course (Do the same for each course with a grade A-F).
- Total the number of grade points per credit earned in all courses for the semester.
- Divide the total of grade points by the total number of credits attempted.

Additional grades which yield no quality points and are not included in the computation of grade point averages are as follows:

**AU - Audit.** Audit indicates registration for attendance only. It is possible to audit a class provided: (1) there is room in the class, (2) the students have an appropriate background, and (3) permission of the lecturer and appropriate Departmental Chairperson is obtained. Auditing students are expected to attend at least 80 percent of the class periods. If they fail to do so they are assigned a notation of unsatisfactory Audit (UA). The tuition charge for an audit course is the same as for credit courses. All changes of registration from audit to credit or vice versa must be made by the dates specified in the Calendar of Events. Students who audit classes earn no credit or grade in the class.



**DG- Deferred Grade:** A *DG* may be given in certain courses designated by the lecturer and recognized to be of such a nature that the courses may not be completed within one semester. It is not a substitute for an Incomplete, but it may properly be given for tours, field experiences, internships, work/study courses, and courses containing research that reasonably extends beyond one semester. A *DG* should be changed to a grade by the end of the following semester, but no later than one year from the date the *DG* was originally recorded under special circumstances unless the Senate Executive Committee approves an extension of time upon petition written by the students and recommended by the lecturer. Deferred grades must be removed by the time of the students' graduation. A *DG* that is not completed within the approved period of time is changed to a *U* signifying unsatisfactory performance and will need to retake the course. A *DG* has no effect on the Grade Point Average. A *DG* is not submitted when a student has not fulfilled the requirements within the stipulated time.

**I – Incomplete:** An *I* indicates that the students' work is incomplete because of illness or unavoidable circumstances including failure to meet the final installation fee payment (percentage to write final examinations) and not because of negligence or inferior performance. Students who receive an *I* because of failure to sit for final examinations due to non-payment of the last fee installment can apply for special examination and clear the *I* grade by the end of the following semester, block, or bimester. An *I* may be received upon mutual agreement between the lecturer and the students before the final class period by completing an ***Incomplete Contract*** form signed by both the lecturer and the students and a copy submitted to the Records office via the Registrar by the final class period. The contract designates the work to be completed, the time limit, and the grade the students automatically receive should the work not be completed within the agreed upon time. Ordinarily an *I* is removed during the following semester. ***Any contract made for more than one semester must have, in writing, the approval of the Dean of the Faculty and copy filed in registry (see form from the department).*** Any request for an extension of time beyond the contract time is filed with the Dean in a written petition prior to the contracted date to be further approved by Senate Executive Committee. Students who fail to redeem the incomplete grades in the stipulated time will be awarded a *U* (Unsatisfactory) and will need to retake the course. The number of *I*'s reported for students are assessed by the Dean to determine the students' work and class load for the following semester. All *I*'s must be removed before students graduate. Incomplete Contract forms are available at faculty or department offices.

**S/U – Satisfactory/Unsatisfactory:** An *S* or a *U* grade may be given in certain designated courses. An *S* means that a *C* or higher has been earned in the course, and a *U* signifies unsatisfactory performance. A credit is earned only if an *S* is received. No quality points are assigned to *S/U* courses, and an *S/U* notation does not affect the Grade Point Average.

**W – Official Withdrawal:** A *W* is recorded when students withdraw early in the semester, within the date limitations indicated in the Calendar of Events (normally four weeks before the last day of classes). A withdrawal after the date limitation has no financial refund and is automatically recorded as an *F*. It is the responsibility of students suspended for violating University Rules and Regulations to withdraw all registered courses before they leave and within the date limitations in the Calendar of Events.

**GW (Grade Withheld):** Students whose disciplinary case is still under review but has been stopped from attending classes/removed from campus due to his influence or other reasons may file for a ***GW*** (Grade Withheld) until the verdict is passed.

## REPEATING CLASSES

All Grade Point Averages for admission, academic standing and graduation are calculated on credits attempted for which grades of *A*, *B*, *C*, *D* or *F* was received. However, students may repeat a course twice in which they receive an unsatisfactory grade. In such a case, the record of the first attempt will not be erased, but in computing the GPA the credits and quality points earned in the better effort are used.

A course repeated for the purpose of replacing a low grade must be taken on campus. When a course with a laboratory is repeated, it is required that the laboratory also be repeated.



In a sequence-type course, students who earn an F for one semester must automatically repeat that course before being permitted to enroll or remain enrolled in subsequent courses in that sequence. Students who earn a D in such a course may sit for a supplementary exam where they may earn not more than a C grade in the following examination session. Where the student does not attempt the supplementary exam in the next examination window, they shall have to re-register the course and may earn any applicable grade.

### **DEAN'S LIST OF EXCELLENCE (DLE)**

Students with a minimum **GPA of 3.50**, who carry a minimum of **12** credits with letter grades of B or above and have no Incompletes or Unsatisfactory or Withdrawals, are eligible to be on the SU DLE. Receipt of DG does not make the students ineligible for the DLE. Normally, certificates are presented to all students achieving the DLE in an assembly shortly after semester grades are printed. The Dean's List of Excellence is usually published in the SU Newsletter, and if not published, is posted on the bulletin board.

### **ACADEMIC DISHONESTY**

Honesty in all activities of life should characterize the life of all Christians and all trustworthy citizens. The information in this section includes a definition and explanation of the SU policies on academic dishonesty in its various forms.

#### **Scope of Academic Dishonesty**

Academic dishonesty by students includes, but is not limited to, falsifying of official documents:

- Plagiarism – defined as the unacknowledged use of another person's material or ideas.
- Presenting assignments or reports (lab, reading, etc) that are not based on the students' own work.
- Using materials during a quiz or examination other than those specifically allowed by the lecturer.
- Stealing, accepting or studying from confidential/stolen quizzes or examination material relating thereto, and working or copying from the paper of another during an examination, quiz or assignment.
- Students who knowingly aid another student in dishonest acts are equally involved.
- Dishonesty also includes the violations of copyrights and licensing agreements. Using the University's equipment to make illegal copies of copyrighted and/or licensed material – such as computer software, music recordings, or printed materials or to make and use unauthorized copies of such material that the University has provided for controlled student use – is considered as serious as other forms of academic dishonesty. In addition to disciplinary action taken by the University, students may be faced with possible legal action.

### **SPECIFIC DISCIPLINARY ACTION**

Academic dishonesty is a serious offence, punishable by warning, receipt of a lower or failing mark, dismissal from a class, suspension, expulsion, degree annulment, or, in the case of falsification of official documents, non-admission or admission annulment.

Faculty members, who believe an act of dishonesty has occurred in class, should first discuss the situation with the student in question. Faculty members should keep written records of all such discussions and copies of relevant documents. At the discretion of faculty members, and dependent upon the gravity of the offence, faculty members report the incident to the Department Chairperson. If, in the judgment of faculty members and Chairperson, the case merits further counsel, they must consult the Dean of the Faculty in which the offence occurred.

Cases which involve individual class assignments, daily quizzes, examinations, other than midterm or final examinations, and writing assignments that constitute less than 30% of the final grade may be handled within the department in which the offence occurred.

More serious cases of academic dishonesty, such as theft of an examination before it is administered, participation in a cheating ring, wholesale plagiarism of a major paper, or any type of dishonesty involving the final examination, is handled, upon consultation, by faculty members, the Registrar, the Department Chairperson,



and the Dean of the Faculty in which the offence occurred is awarded an “F”. Offences of greater magnitude are reported to the Dean of the Faculty in which the students are enrolled, and the appropriate Dean and the Registrar also counsels with the Dean of Students if the matter requires action of the Student Disciplinary Committee.

If the action involves a recommendation for suspension or dismissal from the University, the above parties present their evidence to the Senate Executive Committee for final action. The written records of all discussions, including written statements from the students are kept in the offices of the relevant faculty members, Department Chairpersons, Deans and the Registrar.

### **FALSIFICATION OF OFFICIAL DOCUMENTS**

Students who falsify official documents are judged dishonest and are then dismissed. Prospective students who are discovered prior to admission to have presented falsified admission documents are automatically denied admission to any of the programs of the University. Should it be discovered after admission that a student presented falsified documents for admission, such admission is annulled and the record of academic achievement removed from the academic record with appropriate notations? Such annulments or denials may be reviewed after one year.

### **DISHONESTY IN COURSE REQUIREMENTS**

Course work (quiz, assignment, report, examinations, etc.) in which students have been dishonest receive zero points towards the grade in fulfillment of a course requirement, or may receive a failing grade for the course. When students cheat in a major or final degree assignment such as a comprehensive examination, or present plagiarized material in a major or final degree assignment such as a thesis or dissertation, those students are dismissed and barred from completing or receiving the degree.

### **DEGREE ANNULMENT**

If the University should discover evidence of plagiarism, falsification of official documents or other academic dishonesty after a degree has been granted, the degree may, after going through the due processes procedures and the opportunity for an appeal, be annulled by the University Council and the annulment is indicated by a notification affixed to the students’ official transcript of records.

The Senate makes a recommendation to the Vice-Chancellor, who in turn makes a recommendation to the University Council. This requires the majority vote at a full University Council meeting.

### **ACADEMIC PROBATION**

Students who are on academic probation are expected to limit extracurricular activities and part-time employment, and are to carry a load of no more than 12 credits per semester. After students have accumulated at least 12 credits and earned a cumulative Grade Point Average of 2.00, they are removed from academic probation.

For the undergraduate programs, students are expected to maintain a cumulative GPA of 2.00. However, students are placed on academic probation at the conclusion of any semester in which their cumulative GPA falls below 1.90. Students can be on probation for a maximum of two semesters throughout the whole program. Any admitted students who are placed on academic probation twice, are discontinued from their studies for at least two consecutive semesters.

They are allowed to reapply for admission, and, if accepted, are given one more opportunity to raise their GPA to 2.00 within 1 semester. If they fail to do so, they are dismissed. Similarly, students who fail a required course three times are also dismissed.

### **APPEAL AGAINST ACADEMIC DISMISSAL**

Students who are subject to academic dismissal may appeal to the Senate Executive Committee through the Head of Department and the Dean of their Faculty for semester-by-semester admission, with the understanding that if their appeal is granted they must successfully complete a minimum of 12 credits per semester with



a Grade Point Average of at least 2.00 for the semester. Failure to achieve this level may result in immediate academic dismissal. The Senate Executive Committee does not normally consider such individuals for readmission for at least two semesters, and then only after being satisfied that the chances of success are greatly improved.

## **GRIEVANCE PROCEDURE**

Students who feel they have an academic grievance should follow this procedure:

1. Discuss the problem with the lecturer.
2. If not satisfied with the result, take the matter to the Chairperson of the Department involved.
3. If not satisfied with the result, take the matter to the Dean of the Faculty involved.
4. If the matter remains unresolved, present the matter, in writing, to the Senate Executive Committee via the Registrar who is the Secretary.

## **ACADEMIC ELIGIBILITY FOR FINANCIAL AID**

Students must make satisfactory academic progress in order to be eligible, academically, for University – administered financial aid. Questions pertaining to the kinds of financial aid available should be addressed directly to the Dean of Students. Questions regarding their academic eligibility for financial aid should be made to the Registrar. Appeals resulting from the termination of financial aid for academic ineligibility should be made to the Pro-Vice-Chancellor through the Chairperson of Department and Appropriate Dean of the Faculty. Students with a cumulative Grade Point Average below 2.25 are not eligible for financial aid.

## **ATTENDANCE IS A PRIVILEGE NOT A RIGHT**

The admission of candidates, their continuance and status, the awarding of academic credits and the granting of a degree are all subject to the ordinary regulatory powers of the University. The University reserves the right to cancel, at its discretion, any of these privileges for reasons considered sufficient by the administration.

The Deans of the Faculties and the Pro-Vice-Chancellor reserve the right to review at intervals the work of students, and, in consultation with the lecturer, to recommend to the Senate Executive students who are not doing work of a high calibre be advised to discontinue courses leading to a degree.

## **DISCIPLINARY AUTHORITY**

Disciplinary authority of the University is vested in the Vice-Chancellor by right, and in the Officers of the University, the Residence Hall Deans, and other University personnel to whom jurisdiction may be conferred for specific cases and in restricted areas.

## **TRANSCRIPTS**

The Registrar issues transcripts of the students' University record upon *written request* by students, accompanied by payment of the designated transcript fee. ***Telephone requests cannot be honoured.*** Transcripts are not issued for students with unpaid accounts. Transcript and certificate can only be issued to the concerned student however; Transcript requests from parents, government agencies, corporations, and other third parties will be honoured only when accompanied by a signed release from the student authorizing the release of the University's transcript of his or her academic record to a specific person, corporation or agency. Requests for SU transcripts should reach the Records Office 10 days before they are needed.

## **STUDENTS' GOVERNING BULLETIN**

Once a student is admitted into a program the bulletin that is prevalent at the time of admission is the bulletin that will apply or be used for a period equivalent to twice the duration of the program of study. In the event of a break and upon return, if a required course is no longer offered, the University reserves the right to require an alternate course. Furthermore, if students are working for certification by governmental professional agencies, it may be necessary for them to graduate under a recent bulletin.

## **RESPONSIBILITY OF THE STUDENT**

The responsibility for meeting degree requirements rests upon the students. All students are expected to be



fully aware of all the various requirements as published in the University Bulletin under which they propose to graduate. Students are to choose the bulletin in accordance with the principles stated above.

The provisions of this University Bulletin are not to be regarded as an irrevocable contract between students and the University, because attendance at SU is a privilege and not a right. The University reserves the right to change any provision or requirement at any time within the students' term of residence. All regulations adopted and published by the SU Council or the Faculty subsequent to the issuance of this University Bulletin have the same force as those published here.

## ACADEMIC ADVISERS AND ADVISING

All students are assigned a faculty member to advise them in the academic program. Usually this is the Chairperson of the Department of their major area of study or another faculty member appointed by the Chairperson of the Department. At the beginning of each semester, students are to review their academic program/s with their assigned adviser. Students should carefully study the University Bulletin under which they are to graduate. To avoid conflicts or misunderstandings, students should check with their adviser in order to validate their check sheet. The following section answers questions students often have regarding academic advising.

### Advisers' Responsibilities to the Student

Advising is one of the faculty responsibilities. Lecturers are available to help during posted office hours, or whenever lecturers make an appointment to talk with students. Advisers keep a file on students that summarizes the classes they have taken, the requirements they have completed, and dated records of all significant actions and discussion.

Advisers know about bulletins, class schedules, and general education requirements, thus they answer questions about academic and non-academic policies and procedures. If students need additional help or information, advisers can refer students to other sources.

More specifically, students should meet with their adviser and discuss their classes before the semester begins. Usually this is in connection with registration or pre-registration. Students need their adviser's signature on the registration form, which comes after students and advisers have discussed what options are available for the upcoming semester. Then, if the students are first-year students, or on academic probation, the adviser receives reports on the progress in each class, and about half-way through the semester asks the students to come and discuss with the adviser. These meetings are not something that students should dread, because the advisers are there to give a chance to help the students cope with any academic problems.

### Responsibilities of the Students to the Adviser

Students can benefit most from their relationship with their adviser if they do the following:

- Keep the adviser informed of their progress and problems.
- Make appointments at least once during the semester to discuss plans for the coming semester.
- Discuss any major changes before making a final decision – such as adding or dropping a course, changing majors, or deciding to transfer or withdraw from school.
- Ask for advice on course prerequisites and interesting classes to take.
- Discuss any problems that may be interfering with school work. If an adviser cannot help, they can refer students to someone who can.
- Know the SU Bulletin and the program guide sheet for the major. ***Students are legally responsible to know and understand the University Bulletin – and advisers expect that they do.***



# FINAL EXAMINATIONS INFORMATION, POLICIES & REGULATIONS

## BEFORE THE EXAMINATION

Credit is not granted IN COURSES UNLESS THE REQUIRED EXAMINATIONS ARE COMPLETED BY THE STUDENTS. The students are expected to sit for a maximum of three (3) exams in a single day and adhere to the published examination schedule. However, should the examination schedule require students to complete four examinations in one day, this matter may be brought to the attention of the Registrar for possible re-scheduling.

- **CHECK THE TIMETABLE.** Candidates have the responsibility to check the timetable to ensure that they know the correct date, time and venue of each examination. They should NOT depend on unofficial information given by classmates, or on information communicated by telephone.
- **NOTE.** The candidates must carefully check the dates, times and venues for each examination as given in the FINAL COPY of the Final Examination Timetable. Special care should be taken to ensure that it is the final and not a previous draft.
- **MISREADING A TIMETABLE.** If candidates misread a timetable, this is not an acceptable excuse for late coming or missing an examination.
- **ANY QUERIES ON THE TIMETABLE.** Any questions should be directed to the appropriate Chairperson of the Department who in turn will call the attention of the Secretary of the Timetable Committee (Assistant Registrar for Exams and Records) at [exams@solusi.ac.zw](mailto:exams@solusi.ac.zw)

## IN THE EXAMINATION ROOM

In the examination venues, candidates are assigned a place on which is placed an attendance slip which gives the full name, the ID number, degree program, and the examination title.

## ENTRY INTO THE EXAMINATION ROOM

Candidates must produce their validated student ID cards to the attendants and/or to the invigilators when requested to do so. Students unable to identify themselves may be barred from writing the examination. All lost ID cards must be replaced at least 24 hours before examinations start.

- **ON ENTERING THE EXAMINATION VENUE.** Candidates must sit no later than 15 minutes before the exam begins.
- **AFTER THE EXAMINATION BEGINS.** No candidate shall be admitted into the examination room 30 minutes after the examination has begun. Candidates who fail to sit for an examination within the said 30 minutes may apply for a special examination, through the Faculty and upon approval pay the special examination fee and sit for the examination when-next the course is offered.
- **NOT ALLOWED TO LEAVE.** During the first 60 minutes of the final examination, examinees are not allowed to leave the examination room.

## EXAMINATION MATERIALS

Answer books, graph paper, mathematical tables and essential reference material is provided by the examiners.

- **BRING OWN SUPPLIES.** Candidates must bring their own pens, pencils, rulers, non-program calculators, rubbers, etc.
- **DO NOT USE RED INK.** A blue or a black ink pen should be used for all examinations.
- **NO UNAUTHORISED MATERIALS.** Materials such as bags, briefcases, parcels, cell phones, money notes, compacted class notes (diskettes), or other such items are not allowed into or around the examination hall. All must be left at the hostels or with the residence deans for safe keeping.
- **NON-PROGRAMMABLE ELECTRONIC CALCULATORS.** These are allowed provided they are checked and cleared by a member of staff in attendance before the start of the examination. All such special materials are allowed subject to scrutiny by an invigilator.
- **HAND IN NOTEBOOKS.** In practical examinations, on entering the laboratory, candidates must hand in to an invigilator their laboratory notebooks which are retained for inspection by the University examiners.



## EXAMINATION PROCEDURES

The Assistant Registrar for Examinations is responsible to the Registrar for the conduct of examinations, and candidates must adhere to any instructions from the Registrar's designate.

- **ATTENDANCE SLIPS.** At each examination, candidates must fill in and sign the Attendance Slip on their desk and place them on the desk and NOT on the floor. The slip will be collected by the invigilator at the appropriate time.
- **IDENTIFICATION CARDS.** Candidates must place their student ID cards on the desk for checking by an invigilator.
- **ANSWER BOOK.** Candidates must print their student ID number on the top of the answer book, and comply with the instructions listed on the front cover of the answer book.
- **LEAVING THE EXAM ROOM WITH INTENT TO RETURN.** This is strongly discouraged, and candidates who are permitted to leave the room with the intention of returning should be aware that they shall be escorted to the restroom and may be subjected to a physical search before returning to the examination room. Candidates who leave the examination room without the permission of an invigilator may not be allowed to re-enter the room, and may be disqualified from the examination. Candidates are advised to visit the toilet before the examination begins in order to minimize movements during the exam session.
- **MISCONDUCT.** If candidates are found in possession of unauthorized material, or attempting to obtain information from other candidates or their papers, or are found otherwise guilty of misconduct during the examination, they shall be disqualified and expelled from the exam room by the Chief Invigilator after submitting a written report. The candidate may also be disqualified from any further final examinations by the Disciplinary Committee.
- **AT THE END OF THE EXAMINATION.** Candidates should not leave their desks until an invigilator has collected their answer scripts and they have signed the submission list.

## FAILURE TO ATTEND

Candidates who fail to attend an examination must notify the Assistant Registrar for Exams and Records at exams@solusi.ac.zw immediately and confirm the absence with an explanation in writing. Furthermore the student may apply for a special exam through the department.

- **ABSENCE DUE TO ILLNESS REQUIRE MEDICAL CERTIFICATE:** A written report by a medical practitioner registered in terms of Health Professions Act must be submitted to the Assistant Registrar for Exams and Records at exams@solusi.ac.zw within 7 days of the examination missed. The University does not accept any excuses for absence which are not properly substantiated and authenticated.

## GENERAL INFORMATION

The formal University examinations are compulsory, and performance in these examinations, coupled with performance during the year / semester (continuous assessment), determines the candidate's results.

- **WRITE CLEARLY:** Illegibility detracts from the answers, and conversely, neat answers assist the examiners and are to the candidates' benefit.
- **PUBLICATION OF RESULTS:** Results shall be published after the Faculty Board and the Senate have approved the grades. Results are posted online for candidates to view as per the published calendar of events.
- **APPEAL AGAINST A DECISION WITHIN 21 DAYS:** Candidates, who are advised by the Department to change to a different degree program due to poor performance, have the right of an appeal against this decision. But this must be done within 21 days after the publication of the examination results.
- **CHANGES OF ADDRESS:** Candidates should immediately report any change of address to the Assistant Registrar Recruitment Admissions and Graduation at admissions@solusi.ac.zw.
- **NAME NOT ON RESULTS LIST:** Candidates whose names do not appear on the results list, or who do not receive formal notification of the results in the usual time, should immediately contact the Chairperson to establish the position.
- **APPEALS FOR REMARKING:** Students who want to request a remarking of an examination script should do the following: (1) Get approval from the Department Head or Dean of Faculty with a copy to the Pro Vice Chancellor; (2) Pay the required fee, and (3) submit the application for this to the Department.



ment Head or Dean of Faculty. (Note Applications for remarking should be made within 21 days after the grades have been published).

- LECTURERS SHOULD SUBMIT EXAMINATION SCRIPTS for at least eight (8) years, the Chairperson shall keep the scripts in a safe room and prepare a directory of the scripts in his or her custody. After eight (8) years, scripts shall be destroyed by a representative of the department.



# GRADUATION REQUIREMENTS AND INFORMATION

## ACADEMIC QUALIFICATIONS FOR GRADUATE DEGREES

The following qualifications are required for graduate degrees:

1. Fulfill all requirements as per the program.
2. Maintenance of a minimum cumulative G.P.A of 2.75 or better. To guard this standard, any student who at the end of the first semester has a G.P.A. less than 2.75 in the area of specialisation may be restricted to a lighter course load in the subsequent semester.
3. Students whose cumulative G.P.A. is below 2.75 may not be permitted to do research. Graduate students who accumulate more than four grades below B- may be asked to withdraw from the program.
4. Students will also be required to write a research thesis, which will be examined by a panel of qualified assessors appointed by the department and chosen from each area of specialisation. The candidate is expected to orally defend the thesis to the public after formally writing an invitation to interested parties in the University to attend. A 'C' grade is subject to repeat.

Graduate Degree Classification/Designation	
Classification	Designation
First 3.33 – 4.00	Summa Cum Laude 3.90 – 4.00
Upper Second 2.75 – 3.32	Magna Cum Laude 3.67 – 3.89 Cum Laude 3.33 – 3.66

## OTHER QUALIFICATIONS NOT BASED ON FULFILMENT OF CREDIT REQUIREMENTS: POST-HUMOUS & AEGROTAT AWARDS

The university offers the following based on criteria recommended by Senate and approved by Council:

### 1. Aegrotat Award and Symbol for Aegrotat Pass

#### Purpose of an Aegrotat Award

The purpose of an Aegrotat Award is to provide compassionate support and recognition of students' academic potential and merit despite being unable to complete the remaining academic requirements due to exceptional health circumstances.

#### Definition of the Aegrotat Award:

An Aegrotat Degree Award is typically awarded at the final stage of a student's academic program due to inability to complete the remaining few courses. The award can be given as a Certificate, Diploma, Associate Degree, Bachelor's Degree, Master's Degree among other qualifications. Inability to complete is defined as a serious terminal illness, severe injury or accident. Academic progression as well as supporting medical reports must be submitted to the Senate through the Registrar for assessment and further recommended to Council, the awarding body.

#### Future changes on Aegrotat Certificate or Transcript.

The certificate cannot be changed or re-issued ordinarily as per the university policy for certificates. The Certificate must be stamped AEGROTAT and the transcript must carry the AEGT symbol against every course on the transcript that Senate has given a waiver for, that is a course or courses not done. The university reserves the right, through Council Action to do a change of Grade on the Transcript only should the affected student make the request and further fulfill the requirements in future. The Change of Grade is done through Senate Executive as per the university procedure but the AEGT symbols remain just as it happens for repeated courses (no altering of the academic record). Because of time lapse, the certificate shall remain as is but the re-printed transcript shall be reprinted showing the repeated courses bearing the standard university symbols (A, B, C,



D, E, F) as per existing university standard but with a testimonial at the bottom of the transcript that academic requirements have been met.

## 2. Posthumous Award and Pass

This is awarded to a student who has failed to graduate due to death at the request of the family.

## GRADUATION PROCEDURES

It is the responsibility of students to meet all the requirements for graduation. SU Council reserves the right to bestow university qualifications on candidates through a recommendation from the Senate.

### Request for Graduation

To be accepted as a candidate for graduation, students must show a reasonable assurance for being able to complete all graduation requirements by the 30th of April of each year. To this end, students file with the Graduation Office at [graduation@solusi.ac.zw](mailto:graduation@solusi.ac.zw) a formal request for graduation outlining a program of study prior to graduation. The outline must be approved by an adviser from the department of the students' major field before it is presented to the Graduation office. Paperwork which is not tendered to [graduation@solusi.ac.zw](mailto:graduation@solusi.ac.zw) by the 30th of April shall not be considered.

Students are not accepted into candidacy if they have distance education work to complete or are on academic probation. Change from one degree program to another must be done at least six (6) months before graduation through an application by the student and approved by the Senate Executive Committee.

### Fourth-Year Class Participation

Students are expected to participate in fourth-year class activities and **Class Dues** are a part of the graduation expenses of all graduates. The dues are charged to the account of candidates for graduation upon acceptance to candidacy. The dues fund the activities of the Senior Class and are non-refundable even if the candidate decides to graduate in absentia. All candidates for graduation must clear their accounts before names are recommended to Council for final approval and by the deadline published in the SIS.

It is traditional for the fourth-year class to present a gift to the University at the time of commencement as a gesture of gratitude to the institution, and as a memorial by which the class is remembered. Since this gift is normally something which may be displayed prominently somewhere on campus, it is the responsibility of the class officers to obtain approval of the University administration prior to negotiating its purchase or construction, thus ensuring that it is appropriate both to the philosophy and objectives of the institution, and to the overall master plan.

### Participation in Commencement Exercises

Students must meet the following criteria before participating in commencement exercises:

1. Complete all published General Graduation Requirements.
2. Have all transcripts, including distance education work, in the Records Office by the date published in the SIS
3. Receive financial clearance from the Students Finance Office for satisfactory arrangements for all unpaid expenses, including any graduation expenses by the date published in the SIS.
4. Receive clearance from the Dean of Students for satisfactory conduct by the date published in the SIS. At the time of commencement all students under discipline for misconduct are required to withdraw from participation in all commencement exercises. If the Senate determines that despite misconduct, such students should be awarded a degree, it will only be as candidates in absentia.

### Graduation in Absentia

The candidates must participate in commencement services unless granted permission to graduate in absentia, or unless required to do so by the Senate because of misconduct. Request for permission to graduate in absentia must be submitted in writing to [graduation@solusi.ac.zw](mailto:graduation@solusi.ac.zw) at least one month prior to the date of graduation. All students graduating in absentia will be required to pay a special processing fee.



## Graduation Regalia

All graduation candidates who participate in commencement services wear a black graduation gown. As part of the graduation regalia a hood is worn over the gown, with each area of discipline represented by a different colour of hood. The colours are listed in the following table:

Graduation Regalia Colour of Hood – by Discipline	
Area of Discipline	Discipline
Arts	White
Business	Drab
Education	Light Blue
Nursing	Peach
Science - All	Yellow
Theology	Scarlet
SU Official Colours ..... Red , Gold, Black and White	



## CHAPTER ONE

### FACULTY OF EDUCATION, HUMANITIES, AGRICULTURE, SCIENCE AND HEALTH PROFESSIONS (FEHASHP)

**Dean-** Prof. Peter Tsvara, PhD

**Chairperson** (Agriculture, Science & Health Professions) – Dr. Siphwiwe Makamure, PhD

**Chairperson** (Education & Humanities) – Dr. Tembinkosi Sibanda, PhD

#### Departments and Degrees

- A. Department of Agriculture, Science and Health Professions
- Master of Science in Fashion Design
  - Master of Science in Food Science and Nutrition
- B. Department of Education and Humanities
- Postgraduate Diploma in Education
  - Master of Education in Educational Leadership and Management
  - Master of Education in English

#### Philosophy:

The Faculty of Education, Humanities, Agriculture, Science and Health Professions (FEHASHP) believes that education, humanities, agriculture, science, and health professions are centered around providing a stimulating environment that fosters physical, mental, emotional and social growth. The aim is to help students reach their highest potential and fulfill God's purpose for their lives. The philosophy is built on four cornerstones:

- Recognizing that all truth is God's truth: Emphasizing the importance of spiritual values in education.
- Fostering whole-person development: Encouraging students to grow intellectually, spiritually and socially.
- Nurturing faith: Providing opportunities for students to deepen their faith and spiritual understanding.
- Educating for eternity: Preparing students for a life of service and purpose that transcends their earthly existence.

#### Mission Statement

The Faculty strives to provide quality, wholistic, and transformative education based on Adventist Church Philosophy of Education through:

- Offering flexible and innovative programs: Providing courses and programs that are flexible, relevant, innovative and future-oriented.
- Conducting research: Engaging research projects grounded in the Southern African experience and publishing in nationally and internationally recognized publications.
- Fostering partnerships: Building partnerships that promote scientific and social educational development and excellence.
- Upholding values: Upholding the values of diversity and inclusivity.
- Promoting University Culture: Promoting the SU culture through the faculty as a respected and recognized leader in higher education, provincially, nationally and internationally.



## Department of Agriculture, Science & Health Professions (ASHP)

**Chairperson:** Dr. Siphwe Makamure, DPhil

### Full Time Lecturers

- Dr. Lesley Marisa, DPhil
- Dr. Siphwe Makamure, DPhil
- Letwine Hunyenyiwa, MSc
- Siphwe Sibanda, MSc/M. Ed
- Tafadzwa Cheneka, MSc
- Precious Dube, MSc
- Lloyd Makamure, MSc
- Godknows Mujinda, MSc

### Adjunct Lecturers - ASHP/Graduate

- Dr. N. Gwisai
- Portia Chaire
- Netsai Muvumi
- Prof . B. Mupeta

### Mission Statement

The Department is committed to providing a transformative education that equips students with the knowledge, skills and values necessary to excel in their chosen fields. The department aims to achieve this mission by:

- Student-centeredness: We prioritize the needs and success of our students.
- Excellence: We strive for excellence in teaching, research and service.
- Innovation: We encourage creativity, innovation and entrepreneurship.
- Community: We foster partnerships and collaborations that benefit our students, faculty and the broader community.
- Seventh-day Adventist Values: We uphold the values of the Seventh-day Adventist Church including compassion, integrity and service.

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“Food and medicine are not two different things: they are the front and back of one body.”

*Masanobu Fukuoka*



## Master of Science in Fashion Design

<b>Name of Program</b>	Master of Science in Fashion Design
<b>Duration</b>	1½ Years (18 months)
<b>Minimum Credit Load</b>	270
<b>Maximum Credit Load</b>	330
<b>Maximum MBKS Credits</b>	216
<b>ZNQF Level</b>	9

<b>Entry Requirements</b>	<b>TICK</b>
<b>Normal Entry:</b> At least a first degree in Fashion Design or Textiles Design and/or related fields	✓
<b>Special Entry:</b> At least 25 years of age for males and 23 years of age for females, with at least 5 years relevant working experience	✓
<b>Mature Entry:</b> Have at least one year of relevant experience in Fashion design industry if the degree grade is GPA of 2	✓

## Graduation Requirements

	<b>Notional Credits</b>
Departmental Courses	54
Core Courses	216
<b>Total</b>	<b>270</b>

## Intended Learning Outcomes

Upon successful completion of the program a graduate will be able to:

1. Demonstrate the latest knowledge, competencies and skills in clothing fashion designing to solve traditional and industrial clothing issues.
2. Show a specialized in-depth understanding of the creative process and its management in the local and international fashion industry.
3. Contribute towards the sustainable development of fashion design management and innovation in the fashion industry.
4. Exhibit enhanced practical and professional skills effective for innovation, research and development to produce new fashion designs for commercialization
5. Conduct advanced innovative research that develops modern solution to fashion industry challenges for commercialization

## Program Assessment

Coursework	Each taught course shall be assessed through at least two (2) assignments and an in-class test. These components must collectively constitute 40%
Written Examinations	Each taught course shall have a written examination weighted at 60%.
Thesis	The student must present a proposal to a panel, conduct research, and then defend the final document. After successfully defending both the proposal and the final research, the student is required to submit three bound copies of the final thesis. This process is graded out of 100%.



## Degree Requirements

<b>I. Departmental Courses (20%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MSFD 615	Family Counseling & Stress Management	180	18	4.5
MSFD 617	Family & Cultural Perspectives	180	18	4.5
MSFD 620	African Dress	180	18	4.5
<b>Total</b>		<b>540</b>	<b>54</b>	<b>13.5</b>

<b>II. Core Courses (80%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MSFD 610	The Human Factor in Design	180	18	4.5
MSFD 611	Fashion Culture	180	18	4.5
MSFD 613	Sustainable Design in Fashion	180	18	4.5
MSFD 624	Advanced Research Methods for Design	180	18	4.5
MSFD 621	Fashion Curation	180	18	4.5
MSFD 623	Advanced CAD for Fashion Design	180	18	4.5
MSFD 615	Quality Assurance in Fashion Design	180	18	4.5
MSFT 699	Dissertation	900	90	22.5
<b>Total</b>		<b>2160</b>	<b>216</b>	<b>54</b>
<b>Grand Total</b>		<b>2700</b>	<b>270</b>	<b>67.5</b>

## Course Schedule

<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
<b>Level I: Semester 1</b>				
MSFD 610	The Human Factor in Design *	1st Year 1st Semester	18	4.5
MSFD 611	Fashion Culture *		18	4.5
MSFD 613	Sustainable Design in Fashion *		18	4.5
MSFD 615	Family Counseling & Stress Management		18	4.5
MSFD 617	Family & Cultural Perspectives		18	4.5
<b>Total</b>			<b>90</b>	<b>22.5</b>

<b>Level I: Semester II</b>				
MSFD 624	Advanced Research Methods for Design*	1st Year 2nd Semester	18	4.5
MSFD 621	Fashion Curation *		18	4.5
MSFD 623	Advanced CAD for Fashion Design *		18	4.5
MSFD 625	Quality Assurance in Fashion Design *		18	4.5
MSFD 620	African Dress		18	4.5
<b>Total</b>			<b>90</b>	<b>22.5</b>



<b>Level II: Semester I</b>				
MSFT 699	Dissertation*	2nd Year 1st Semester	90	22.5
<b>Grand Total</b>			<b>270</b>	<b>67.5</b>

## Module Synopses

<p><b>MSFD 610: The Human Factor in Design</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>Topics to be covered include: garments and the work environment effects of materials and allergies on the human body, garment for the differently-abled, child friendly clothing, fashion and pregnancy, snug-fitting garments and health issues, anthropometry in clothing design, genetic and physical idiosyncrasies in different races, and environmental factors associated with fashion. The module will also enhance mastery of the phenotypic issues that affect its tolerance of different garments.</p>
<p><b>MSFD 611 Fashion Culture</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>Topics covered include; mastery of an increasingly complex understanding of dress, the body as a site of social and cultural meaning, social competition, self-expression, creativity and innovation will be covered. Key theorists in the field, interpretative frameworks, including sociological, anthropological, semiotic and post-modern will be used to gain insight into the complex relationships between fashion, culture and the body from the late 19th century to the present day. Evaluating and critiquing and applying the Theoretical writings of Spencer, Veblen, Kroeber, Flugel, Laver, Barthes and Baudrillard which are very practical leading to commercialization will be used to stimulate original and meaningful contributions to the discipline of fashion history.</p>
<p><b>MSFD 613 Sustainable Designs in Fashion</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>The module offers the student a thorough grounding in the mastery of the principles of sustainable development and the means to implement these principles in various contexts. Additionally, the student will practice the use of scientific and non-scientific concepts and techniques to design products and offer services ahead of engineering developments. The module will empower students. The module will empower students with the four dimensions of sustainable development: environmental, social, cultural and economic. The module will cover topics including; the history of sustainable design, the four pillars of sustainable development practices, principles of sustainable practices - Agenda 21, sustainable product design methodologies and approaches, sustainable product design cases, future studies methods such as scenario building, future wheel, back casting, creative and foresight design thinking concepts and approaches. The module will also equip students with advanced knowledge in the application of sustainability in commercialized fashion designs.</p>
<p><b>MSFD 623 Advanced Research Methods for Design</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>In this module, the student masters underlying research methods and approaches of inquiry in design. Students will master both qualitative and quantitative research methods. Key topics that will be explored include: philosophical foundations, purpose and types of research, research instruments, analysis of primary data, presentation of findings, analysis of findings, domain specific research methods and approaches such as design research techniques and methods used by manufacturing companies and service providers. The student will also be required to master the use of data analysis software such as SPSS and Nvivo.</p>
<p><b>MSFD 621 Fashion Curation</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>Topics to be covered include: curation process from collecting to mounting, historical contemporary fashion, objects for display in different ways, conservation practices, mounting fashion and dress, planning and staging a fashion exhibition, conservation of textiles and fashion, cataloguing fashion collections, conducting formal analysis of fashion collection and making visual presentations and evaluations.</p>
<p><b>MSFD 615 Family Counseling and Stress Management</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>This course is an introduction to theory and practice in marriage and family counseling, with special focus on attachment and systems theories. Relational patterns and significant stressors that affect children, youth, couples, and families are examined, including the issues of intimate partner and domestic violence. Counseling theories and approaches to support the well-being of children, youth, marriages, and families are explored.</p>



<p><b>MSFD 623 Advanced CAD for Fashion Design</b></p> <p>Topics to be covered include: technical illustration, image manipulation, document design, layout and digital formatting for varied outputs and end use. The module stimulates creative expression in all aspects of fashion design, including fashion sketching, creative design, computer applications, draping, and pattern drafting. The student will explore the importance of digital fashion communication and critical reasoning. The module also addresses the new and futuristic areas of CAD development within the fashion industry such as 3D-printing of fabric, virtual catwalk. The student will be required to master Adobe Illustrator, Adobe Photoshop and 3D Maya. The module also covers the construction of digital portfolios using the appropriate techniques and processes including current trends. The module will enable students to evaluate the product design process innovation and commercialization.</p>	<p><b>18 Credits</b></p>
<p><b>MSFD 625 Quality Assurance in Fashion Design</b></p> <p>The topics include: components of industrial products quality namely quality of construction, functional, production and realization or recognition, strategies of achieving quality fashion products include standards and specifications, inspecting products, sampling, evaluating products, total quality management, working with the technical and people system, workplace cross functional teams, ethical behavior at the workplace, quality circles, quality audit, leadership and management, human resources issues, communication and learning styles, motivational concept, training need analysis and team effectiveness. The module develops quality consciousness in the student.</p>	<p><b>18 Credits</b></p>
<p><b>MSFT 699 Dissertation</b></p> <p>The student undertakes research on a relevant topic in industrial design that culminates in the submission of a high quality dissertation of at least 35 000 words and or produce a design and make project or system that shows creativity and novelty leading to commercialization and community development. In addition to the one-on-one sessions with the supervisor, the student will be assisted through research seminars hosted by the department. In close liaison with the supervisor, the student develops a proposal for research in his/her area of interest in order to solve a problem informed by industrial experiences. Issues to be covered include: identifying contemporary problems and concerns in industry, the department's research themes, interrogating research challenges prompted by economic blueprints, proposal writing, continuous literature search and review, population and sampling procedures, research instruments and conducting fieldwork, data presentation, data analysis and appropriate software, project writing, sectional presentations and review of chapters, draft research project writing, editing and oral defense of the final research. The student submits his/her final research project and or prototype ready for commercialization.</p>	<p><b>90 Credits</b></p>
<p><b>MSFD 617 Family &amp; Cultural Perspectives</b></p> <p>The course outline for Family &amp; Cultural Perspectives would cover various theories of family, relationships within families, cultural variations in family structures, and the interplay between family and society. Topics may include family patterns in different cultures, family dissolution, and the impact of social forces on families. The course would also explore concepts like cultural sensitivity and how it applies to family engagement in diverse settings</p>	<p><b>18 Credits</b></p>
<p><b>MSFD 620 African Dress</b></p> <p>A course on African Dress could cover the historical and contemporary styles of dress across the African continent and diaspora, exploring the cultural significance of clothing and textiles. It could delve into the art of dressmaking, the use of different fabrics and techniques, and the symbolism embedded in various garments and adornments</p>	<p><b>18 Credits</b></p>

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“A woman shall not wear a man’s garment, nor shall a man put on a woman’s cloak, for whoever does these things is an abomination to the Lord your God”.

*Deuteronomy 22:5*



## Master of Science in Food Science & Nutrition

<b>Name of Program</b>	Master of Science in Food Science & Nutrition
<b>Duration</b>	2 Years
<b>Minimum Credit Load</b>	360
<b>Maximum Credit Load</b>	420
<b>Maximum MBKS Credits</b>	254
<b>ZNQF Level</b>	9

<b>Entry Requirements</b>	<b>TICK</b>
<b>Normal Entry:</b> Applicants should be holders of at least an upper second class degree in any of the following degree programs: Food Science and nutrition, Biosciences, Biochemistry, Chemistry, Agriculture (Animal science), Nutritional Sciences or any other related degree from any university recognized by Solusi University.	✓
<b>Special Entry:</b> A holder of lower second or third class in any of the following programs or equivalent and relevant post qualification experience.	✓

### Graduation Requirements

	Notional Credits
Departmental Courses	116
Core Courses	254
<b>Total</b>	<b>370</b>

### Intended Learning Outcomes

Upon successful completion of the program a graduate will be able to:

1. Possess advanced knowledge and skills required in troubleshooting the current and forecast technical challenges of the food industry
2. Have an understanding of nutrition and health aspects of food production and processing
3. An ethical interface between technically oriented professionals, various stakeholders and the general public

### Program Assessment

Coursework	Each taught course shall be assessed through at least two (2) assignments and an in-class test. These components must collectively constitute 40%
Written Examinations	Each taught course shall have a written examination weighted at 60%.
Thesis	The student must present a proposal to a panel, conduct research, and then defend the final document. After successfully defending both the proposal and the final research, the student is required to submit three bound copies of the final thesis. This process is graded out of 100%.

### Degree Requirements

<b>I. Departmental Courses (20%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MSFN 613	Community Nutrition	200	20	5
MSFN 614	Contemporary Issues in Food Science & Nutrition	160	16	4
MSFN 618	Food Quality & Innovation	200	20	5



MSFN 623	Food Service and Systems Management	200	20	5
MSFN 624	Family Counseling & Stress Management	200	20	5
MSFN 625	Family Cultural Perspectives	200	20	5
<b>Total</b>		<b>1160</b>	<b>116</b>	<b>29</b>

<b>II. Core Courses (80%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MSFN 610	Food Production & Processing Systems	200	20	5
MSFN 611	Food Microbiology and Biotechnology	200	20	5
MSFN 612	Nutrition & Public Health	200	20	5
MSFN 615	HIV/AIDS Nutritional Aspects of Food	240	24	6
MSFN 616	Food Analysis & Sensory Science	200	20	5
MSFN 617	Communication Skills in Nutritional Health	200	20	5
MSFN 621	Total Quality Management & Food Safety	200	20	5
MSFN 623	Research Methods	200	20	5
MSFT 699	Dissertation	900	90	18
<b>Total</b>		<b>2540</b>	<b>254</b>	<b>59</b>
<b>Grand Total</b>		<b>3700</b>	<b>370</b>	<b>88</b>

### Course Schedule

<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
<b>Level I: Semester 1</b>				
MSFN 610	Food Production & Processing Systems *	1st Year 1st Semester	20	5
MSFN 611	Food Microbiology and Biotechnology *		20	5
MSFN 612	Nutrition & Public Health *		20	5
MSFN 613	Community Nutrition		20	5
MSFN 614	Contemporary Issues in Food Science & Nutrition		16	4
<b>Total</b>			<b>96</b>	<b>24</b>



Level II: Semester I				
MSFN 621	Total Quality Management & Food Safety	2nd Year 1st Semester	20	5
MSFN 622	Research Methods		20	5
MSFN 623	Food Service and Systems Management		20	5
MSFN 624	Family Counseling & Stress Management		20	5
MSFN 625	Family Cultural Perspectives		20	5
<b>Total</b>			<b>100</b>	<b>25</b>

Level II: Semester I				
MSFT 699	Dissertation*	2nd Year 2nd Semester	90	18
<b>Grand Total</b>			<b>370</b>	<b>88</b>

### Module Synopses

<p><b>MSFN 610 Food Production And Processing Systems</b></p> <p>An applied module investigating various food processing techniques and their underlying principles. The outline should cover raw materials used in food processing. Sorting and grading of agricultural products. Food processing techniques, to include microbiological, biochemical, nutritional and technological aspects. Principles of processing foods and Techniques to include, freezing, chilling, canning, intermediate moisture foods, and new technologies such as extrusion and aseptic processing. Brewing, fermentation, meat, dairy, cereal technologies are also covered. Visits to local food processing units. Research within the field of food science and technology is both wide ranging and rapidly changing. This gives rise to an increasingly diverse number of interesting and important applications.</p>	<b>20 Credits</b>
<p><b>MSFN 611 Food Microbiology and Biotechnology</b></p> <p>This module informs on the part played by each of the major groups of microorganisms in the production and spoilage of foodstuffs. In addition the changes, which occur in foods during spoilage, are highlighted as are the risks associated with such changes. Topics include Food and Microorganisms, Principles of Food preparation, Food Spoilage, contamination and Preservation, Food Fermentations, Food borne diseases and Food poisoning, Food sanitation, control and inspection. Food biotechnology focuses on Basic tools in Biotechnology (molecular tools and bioreactors), Applications of Food biotechnology, Biosafety and Bioethics.</p>	<b>20 Credits</b>
<p><b>MSFN 615 HIV/Aids Nutritional Aspects of Food</b></p> <p>The coexistence of high rates of malnutrition and HIV/AIDS creates a challenge for nutritionists. Providing adequate nutrition at community and individual level remains a problem. The new challenge calls for the acceleration of both short-term and long-term effects to combat malnutrition and its effects on morbidity and mortality associated with HIV/AIDS. The module covers aspects involving: Introduction to HIV/AIDS, Link between nutrition and HIV/AIDS, Food security components in HIV/AIDS nutrition care and support, Nutrition management of HIV/AIDS- related symptoms, Nutritional care and support for vulnerable groups and Management of drug and food interactions in HIV/AIDS therapy.</p>	<b>20 Credits</b>
<p><b>MSFN 619 Contemporary Issues in Food Science &amp; Nutrition</b></p> <p>The course will examine contemporary nutrition and food education issues. The course will also cover current challenges and advancements in the field, including food safety, food security, nutrition-related diseases, sustainable food systems, and the impact of technology on food production and consumption. During the course of study an analysis, discussion and evaluation of physiological, economic, environmental and cultural factors as they apply to food management plans and healthy nutrition choices for individuals, groups and families will feature. Computers are also used to evaluate the nutritional value and economics of various meal plans.</p>	<b>18 Credits</b>



<b>MSFN 613 Nutrition and Public Health</b>	<b>20 Credits</b>
<p>This module aims to provide comprehensive training in public health nutrition in a global setting with the choice of specializing in a number of topics and in a range of contexts. It provides an integrated program covering dietary, epidemiological, public health, social and biological aspects of nutritional science. Specialist topics include maternal and child nutrition, nutrition in emergencies, nutrition program planning, evaluation and monitoring, and nutritional epidemiology. The course attracts graduates from various disciplines who wish to equip themselves for public health nutrition research and teaching, operational work in the field or community nutrition programs, work in public health nutrition, including health promotion and nutrition education, and for policy and program planning in nutrition. Graduates work for local and national governments, NGOs, international agencies, academic institutions, and in fields ranging from food emergencies to research on nutrient-gene interactions. The module has been designed to focus on nutritional problems in developing countries and transitional societies. By the end of this module students should be able to: demonstrate an advanced knowledge of public health nutrition, at biological, social and policy levels; assess critically, select and apply a range of appropriate research skills and techniques, from anthropometry and information on dietary intake to broader analytical skills; interpret and synthesize different types of data used to analyze and assess nutritional problems at population and population sub-group levels; evaluate critically the findings of scientific studies of public health nutrition; disseminate and present findings of research in a range of formats and contexts; identify and formulate appropriate responses and intervention strategies to address nutritional issues, taking into account the public health and social policy contexts, and apply knowledge of effective teamwork and communication skills to solve problems and achieve goals</p>	
<b>MSFN 611 Food Analysis And Sensory Science</b>	<b>18 Credits</b>
<p>This module will be of value to students from a broad range of backgrounds who wish to develop their understanding of the scientific principles and practical methods which underlie the analytical techniques and methods used to assess food standards and quality, and the sensory perception of food products, with an emphasis on evaluating development of products. The principles underlying a range of analytical methods [e.g. Kjeldhal, Soxhlet, calorimetry] used to perform nutrient analysis will be discussed and performed in order to evaluate the nutrient content of food samples. The principles of sensory evaluation of food will be discussed, including the relevant physiological aspects of the senses such as taste thresholds. Sensory evaluation methodology such as taste panels and the statistical analysis of results (including profiling) will be studied. The procedures involved in developing new and existing products from product concept to product launch (including packaging, labelling, marketing, pricing and advertising) will be undertaken in the context of recipe/product development case studies and practical exercises</p>	
<b>MSFN 613 Communication Skills in Nutritional Health</b>	<b>20 Credits</b>
<p>This module is designed to improve communication skills for nutritionists in information dissemination. It focuses on: Communication skills (i.e., oral and written communication, listening; Critical thinking/problem solving skills (i.e., creativity, common sense, resourcefulness, scientific reasoning, analytical thinking, interviewing; Professionalism skills (i.e., ethics, integrity, respect for diversity); Life-long learning skills; Interaction skills (i.e., teamwork, mentoring, leadership, networking, interpersonal skills, etc.); Information acquisition skills (i.e., written and electronic searches, databases, Internet; Organizational skills (i.e., time management, project management, etc.); Commit to the highest standards of professional integrity and ethical values. The students should also be able to independently research scientific and nonscientific information as well as work and/or interact with individuals from diverse cultures.</p>	
<b>MSFT 699 Dissertation</b>	<b>90 Credits</b>
<p>The module is aimed at engendering students with a spirit of enquiry into a research-based dissertation. A broad range of research is encompassed within the expertise based in the Food Science and Nutrition field may include a single focused investigation, or a series of discipline specific investigations, ranging from 'wet'-laboratory based, ICT-based, questionnaire/ survey-based, to 'dry' theoretically-based projects.</p>	
<b>MSFN 621 Food Quality &amp; Innovation</b>	<b>20 Credits</b>
<p>The course generally covers food production, quality management, and new product development, with a focus on both theoretical knowledge and practical skills. Key areas include food safety, quality control, food processing, and the application of innovation principles in the food industry.</p>	

<b>MSFN 615 Total Quality Management and Food Safety</b>	<b>20 Credits</b>
<p>This module is designed to provide the student with an appreciation of the value of quality assurance and quality control procedures in the production of food, satisfying both legal requirements and the customers need for quality and safety. Awareness of recognized quality and safety systems such as International Standards Organisation (ISO) and Hazard Analysis Critical Control Point (HACCP) should be increased, together with the ability to apply them in setting up of an effective food safety management system. An overview of current food quality and safety systems to include Quality Control, Quality Assurance, Total Quality Management and relevant legislation. Quality programs, practices and systems such as ISO9001:2000, ISO9004:2000, Good Manufacturing Practice, HACCP. The management of food safety to include the role of sampling, monitoring, audits and inspections. Practical application of the principles and practice of HACCP</p>	
<b>MSFN 622 Research Methods</b>	<b>20 Credits</b>
<p>This module is for all students on the MSc program. It includes: Design of experiments, Variables and distributions; summarising data, Sampling variability of a mean, Analysis of quantitative data; comparing two means, Sampling variability of proportions, Analysis of categorical data; comparing two proportions, Regression and correlation (computer session practical), ANOVA and multiple regression (paper critique practical). Emphasis will be on practical and applied skills. Methods will be illustrated using examples of relevance to Food Science and Nutrition students. By the end of this module students should be able to: describe the role of statistical methods in food/ public health research; present results effectively by making appropriate displays, summaries, and tables of data; appreciate the problem of sampling variation, and the role of statistical methods in quantifying this; select an appropriate statistical method for the analysis of simple data sets; correctly interpret the results of statistical analyses reported in the food/health literature; perform simple statistical analyses using software packages; and interpret their findings from statistical analyses and present these findings in a clear, concise, and logical manner.</p>	
<b>MSFN 617 Community Nutrition</b>	<b>20 Credits</b>
<p>This course will provide basic knowledge and skills relevant to the practice of community nutrition. We will cover the concept of community, the role of nutrition in health promotion and perspectives for resolving community nutrition problems. Needs assessment issues and national and state community nutrition programs, determinants of health outcomes, measurement of nutrition and health status, food and nutrition policy, legislative issues and management of community programs will be covered. Finally, the concepts and knowledge required for the delivery of community nutrition services will be applied to program planning, intervention and program evaluation.</p>	
<b>MSFN 623 FOOD SERVICE AND SYSTEMS MANAGEMENT</b>	<b>20 Credits</b>
<p>The course for Food Service and Systems Management cover topics such as foodservice systems, management principles, financial systems, human resources, menu planning, and marketing. It would also delve into the specifics of food preparation, equipment, and sanitation. The course aims to equip students with the knowledge and skills to manage various aspects of food service operations, from planning to evaluation</p>	
<b>MSFN 624 Family Counseling &amp; Stress Management</b>	<b>20 Credits</b>
<p>This course is an introduction to theory and practice in marriage and family counseling, with special focus on attachment and systems theories. Relational patterns and significant stressors that affect children, youth, couples, and families are examined, including the issues of intimate partner and domestic violence. Counseling theories and approaches to support the well-being of children, youth, marriages, and families are explored.</p>	
<b>MSFN 625 Family Cultural Perspectives</b>	<b>20 Credits</b>
<p>The course outline for Family &amp; Cultural Perspectives would cover various theories of family, relationships within families, cultural variations in family structures, and the interplay between family and society. Topics may include family patterns in different cultures, family dissolution, and the impact of social forces on families. The course would also explore concepts like cultural sensitivity and how it applies to family engagement in diverse settings</p>	

“The doctor of the future will give no medicine but will interest his patients in the care of the human frame, in diet and in the cause and prevention of disease.”

*Thomas Edison*



## Department of Education and Humanities

**Chairperson:** Dr. Tembinkosi Sibanda, PhD

### Full Time Lecturers

- Dr. Chifamba Constance, DPhil
- Baidya Shamoli, MA
- Benesi Givemore, MA
- Chayerera Rose, MA
- Mahlangu Siphon, MScEd
- Matshisela Aaronias, M.Ed
- Moyo Mbuso, MA
- Ndlovu Primrose, M.Ed
- Ndlovu Thula, MA, M.Ed
- Nyathi Sihle, MA
- Siziba Sinikiwe, M.Ed
- Tsvara Irine, M.Ed

### Adjunct Lecturers

- Dr. Alice Dhliwayo

### Mission Statement

The Department of Education and Humanities is committed to fostering a transformative learning environment that empowers students to become passionate, critically-thinking, and socio-spiritually-responsible individuals. We strive to cultivate excellence in teaching, research, and community engagement, preparing graduates who will make a positive impact in their communities and the world at large. The department aims to achieve this mission by:

- **Excellence:** we pursue academic excellence, innovation and continuous improvement.
- **Integrity:** we uphold the highest standards of moral integrity, ethics and professionalism.
- **Compassion:** we foster a culture of empathy, care and inclusivity.
- **Social Responsibility:** we promote social justice, equality and community engagement.
- **Spiritual Growth:** we nurture spiritual growth, values and principles that promote holistic development
- **Seventh-day Adventist values:** We uphold the values of the Seventh-day Adventist Church including compassion, integrity and service.

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Teachers are to do more for their students than to impart a knowledge of books. Their position as guide and instructor of the youth is most responsible, for to them is given the work of molding mind and character.

Those who undertake this work should possess well-balanced, symmetrical characters. They should be refined in manner, neat in dress, careful in all their habits; and they should have that true Christian courtesy that wins confidence and respect.

The teacher should be himself what he wishes his students to become.

*White, Ellen G., Special Testimonies on Education, p. 48*



## POST-GRADUATE PROGRAMS

### *Master of Education in Educational Leadership and Management*

<b>Name of Program</b>	Master of Education in Educational Leadership & Management
<b>Duration</b>	1½ Years
<b>Minimum Credit Load</b>	270
<b>Maximum Credit Load</b>	330
<b>Maximum MBKS Credits</b>	234
<b>ZNQF Level</b>	9

<b>Entry Requirements</b>	<b>TICK</b>
<b>Normal Entry:</b> At least a first degree in Education	✓
<b>Special Entry:</b>	✓
<b>Mature Entry:</b>	✓

### **Intended Learning Outcomes**

Upon successful completion of the program a graduate will be able to:

- Use critical thinking to evaluate and interpret evidence, and apply principles
- Apply basic research methods in educational leadership that is sensitive to personnel
- Demonstrate effective communication skills following professional practices within the education systems and with relevant stakeholders.
- Understand the complexity of socio-cultural diversity and societal inequality in their application of educational leadership and management skills in diverse educational institutions.

### **Program Assessment**

Coursework	Each taught course shall be assessed through at least two (2) assignments and an in-class test. These components must collectively constitute 40%
Written Examinations	Each taught course shall have a written examination weighted at 60%.
Thesis	The student must present a proposal to a panel, conduct research, and then defend the final document. After successfully defending both the proposal and the final research, the student is required to submit three bound copies of the final thesis. This process is graded out of 100%.

### **Degree Requirements**

<b>A. Departmental Courses (20%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MELM 617	Advanced Ethics & Values In Christian Education	180	18	4.5
MELM 627	Integration of Faith & Learning	180	18	4.5
<b>Total</b>		<b>360</b>	<b>36</b>	<b>9</b>

<b>B. Core Courses (80%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>



MELM 610	Leadership Development & Quality Issues in Education*	180	18	4.5
MELM 611	Advanced Research Methods & Statistics*	180	18	4.5
MELM 613	Policy & Legal Issues In Education*	180	18	4.5
MELM 615	Supervision, Assessment and Evaluation in Education *	180	18	4.5
MELM 629	Strategic Human Resources Development in Education*	180	18	4.5
MELM 621	Corporate Ethics, Material & Financial Management in Education*	180	18	4.5
MELM 623	Managing Change & Innovation in Education*	180	18	4.5
MELM 625	Organizational Behaviour*	900	90	22.5
MELT 699	Dissertation			
<b>Total</b>		<b>2160</b>	<b>216</b>	<b>54</b>
<b>Grand Total</b>		<b>2520</b>	<b>252</b>	<b>63</b>

### Course Schedule

Course Code	Course Name	Notional Hours	Notional Credits	Credits
<b>Level I: Semester 1</b>				
MELM 610	Leadership Development & Quality Issues in Education*	180	18	4.5
MELM 611	Advanced Research Methods & Statistics*	180	18	4.5
MELM 613	Policy & Legal Issues In Education*	180	18	4.5
MELM 614	Supervision, Assessment and Evaluation in Education *	180	18	4.5
MELM 615	Advanced Ethics & Values In Christian Education	180	18	4.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>

<b>Level I: Semester 2</b>				
MELM 620	Strategic Human Resources Development in Education*	180	18	4.5
MELM 621	Corporate Ethics, Material & Financial Management in Education*	180	18	4.5
MELM 625	Managing Change & Innovation in Education*	180	18	4.5
MELM 623	Organizational Behaviour*	180	18	4.5
MELM 624	Integration of Faith & Learning	180	18	4.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>



<b>Level II</b>				
MELT 699	Dissertation	180	90	22.5
<b>Total</b>		<b>1980</b>	<b>270</b>	<b>67.5</b>

## Module Synopses

<b>MELM 610 Leadership Development &amp; Quality Issues in Education</b>	<b>18 Credits</b>
Definition of key terms leadership development, education quality and education and the issues associated with these.	
Developmental issues in the leadership scenario as portrayed by ancient theories and current trends. Practices and approaches in leadership for pursuance of goals in the organization. Reason for quality education, equity, equality and relevance in the international forum. Education traditions and associated notions of quality.	
<b>MELM 611 Advanced Research Methods and Statistics</b>	<b>18 Credits</b>
It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational	
<b>MELM 613 Policy and Legal Issues in Education</b>	<b>18 Credits</b>
Emphasis on definition of policy as a guiding principle in education. Focuses on policy formulation models and their application to the education, training and management scenarios. This module is based on the idea of the interaction between education and politics; political ideology and the philosophy of the land. Focused on a broader perspective, the policy environment, determinants of public policy, key players in policy formulation and the use of models in policy formulation process and the relevance of these models in the modern political scenario of the country. Should emphasize on the deeper understanding of policy analysis specifically on current policies in the field of education; Updated curriculum as policy; Education for all (EFA); Inclusive and Special Education	
<b>MELM 623 Organizational Behaviour</b>	<b>18 Credits</b>
This module provides a comprehensive analysis of individual and group behavior in organizations through an understanding of how organizations can be managed more effectively and at the same time enhances the quality of education personnel work life. Aspects covered include motivation, rewarding behavior, stress, individuality, etc.	
<b>MELM 620 Strategic Human Resources Development in Education</b>	<b>18 Credits</b>
Human resource development defined. Focuses on aspects of human resource planning and management e. g. job analysis and measurement, recruitment, selection, appointment, induction; performance appraisal; staff development and staff appraisal issues. Includes staff rights, welfare matters and processes, e.g. conditions of work, organizations and relations, accreditation and promotions etc. and their implications to management and training in organizations. It is also based on the issues pertaining to capacity development, manpower development, on job training/in-service programs as personal and professional development initiatives in the system of education.	
<b>MELM 621 Corporate Ethics, and Financial Management in Education.</b>	<b>18 Credits</b>
The module deals with the management of school finance and assets as corporate business. Basic principles of accounting including double-entry, bookkeeping, trial balance and financial statements. Petty cash system and bank reconciliation. The concept of public funds and accountability procedures in educational institutions. The role of the Ministry in the management of school funds. The role of the SDC/SDA and the finance committee in the management of school funds. The responsibility of the school head in the management of school funds and assets. Budgeting systems and budget control systems. Procurement systems and procedures. Asset disposal systems and reconciliations.	
<b>MELT 699 Dissertation</b>	<b>90 Credits</b>
The module provides a platform for students to administer research by applying skills in the broad area of education. In addition students develop projects with the potential to contribute to community development	



<p><b>MELM 625 Managing Change and Innovation in Education</b></p> <p>Focuses on the definition of change, innovation based on management of organizations. Change processes in innovative schools. Types of innovation and the change triggers from both internal and external sources. Management of decision making for the reduction of resistance in the organization. The use of the innovation gate decision in management for effective change in the organization. Management of change in the product innovation process. A focus on the review in innovation models. Consider the change management processes.</p>	<p><b>18 Credits</b></p>
<p><b>MELM 615 Advanced Ethics &amp; Values In Christian Education</b></p> <p>The module is a study of the biblical and philosophical basis for Christian ethics and its relevance for personal, social, and business decision making. Major approaches such as situationism, relativism, consequentialism, and naturalism are examined, evaluated and contrasted with revealed Christian ethics. The course also covers the philosophical underpinnings of Christian ethics, its application to various ethical dilemmas, and the development of a Christian character. Specific topics could include comparing and contrasting Christian ethics with other ethical systems, analyzing current trends and issues, and proposing solutions to ethical dilemmas within a Christian framework</p>	<p><b>18 Credits</b></p>
<p><b>MELM 624 Integration of Faith &amp; Learning</b></p> <p>The course covers the meaning and importance of integrating faith and learning, exploring various approaches to this integration across different disciplines, and examining how it impacts teaching and learning at various levels. The course would also delve into the biblical foundations for integration, analyze presuppositions, and address potential tensions between faith and secular practices</p>	<p><b>18 Credits</b></p>

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“Leadership and learning are indispensable to each other”

*John F. Kennedy*

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”

*Martin Luther King, Jr.*

“Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.”

*Jack Welch*



## Master of Education in English

<b>Name of Program</b>	Master of Education in English
<b>Duration</b>	1½ years (18 months)
<b>Minimum Credit Load</b>	270
<b>Maximum Credit Load</b>	330
<b>Maximum MBKS Credits</b>	234
<b>ZNQF Level</b>	9

<b>Entry Requirements</b>	<b>TICK</b>
<b>Normal Entry;</b> Bachelor of Education Degree, or HONOURS with Post Graduate Diploma in Education, Graduate Diploma in Education,	✓
<b>Special Entry:</b>	✓
<b>Mature Entry:</b>	✓

### Intended Learning Outcomes

On successful completion of the program, graduates should be able to demonstrate through English Education, advanced competencies to:

- Identify pertinent issues in the field and apply advanced methodologies and data analysis tools and techniques to conduct research that leads to sustainable innovative solutions, publications and other verifiable outcomes. The research should contribute to the development of innovative ideas in English Education
- Design and implement monitoring evaluation tools that assure the quality of teaching of English Education at all levels of education and training
- Translate research output into policy briefs that are readily adaptable by practitioners and policy-makers in the field.
- Demonstrate sound entrepreneurial and management skills that can be applied in running educational institutions, identifying business opportunities, establishing enterprises, and commercializing patterns / copyrights resulting from research and development activities.
- Evaluate, review and design curricula that are guided by the philosophy of unhu/ubuntu and observance of safe and ethical practices in the field of English Education.
- Design, implement, monitor and evaluate innovative educational curricula and policies that foster problem-solving and critical thinking skills, and embrace indigenous knowledge systems and latest technologies
- Integrate relevant research and theory to develop a broad repertoire of English Education-appropriate pedagogy strategies, and embrace latest developments in ICT.

### Program Assessment

Coursework	Each taught course shall be assessed through at least two (2) assignments and an in-class test. These components must collectively constitute 40%
Written Examinations	Each taught course shall have a written examination weighted at 60%.
Thesis	The student must present a proposal to a panel, conduct research, and then defend the final document. After successfully defending both the proposal and the final research, the student is required to submit three bound copies of the final thesis. This process is graded out of 100%.



## Degree Requirements

<b>A. Departmental Courses (20%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MEEL 615	Gender Issues In Language & Literature	180	18	4.5
MEEL 624	Shakespeare and 19th Century Writers	180	18	4.5
<b>Total</b>		<b>360</b>	<b>36</b>	<b>9</b>

<b>B. Core Courses (80%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MEEL 610	Psycho and Socio-Linguistic Aspects of Language Teaching *	180	18	4.5
MEEL 611	Theory of English Language Teaching *	180	18	4.5
MEEL 613	Advanced Research Methods & Statistics	180	18	4.5
MEEL 614	Curriculum & Pedagogical Issues in English language and Literature *	180	18	4.5
MEEL 620	Measurement & Evaluation in Literature and Language *	180	18	4.5
MEEL 621	Perspectives on Literature *	180	18	4.5
MEEL 623	Language Developments and Curriculum Implications *	180	18	4.5
MEEL 622	English for Specific Purposes *	180	18	4.5
MEET 699	Dissertation*	900	90	22.5
<b>Total</b>		<b>2340</b>	<b>234</b>	<b>58.5</b>
<b>Grand Total</b>		<b>2700</b>	<b>270</b>	<b>67.5</b>

## Course Schedule

<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
<b>Level I: Semester 1</b>				
MEEL 610	Psycho and Socio-Linguistic Aspects of Language Teaching	180	18	4.5
MEEL 611	Theory of English Language Teaching *	180	18	4.5
MEEL 613	Advanced Research Methods & Statistics *	180	18	4.5
MEEL 614	Curriculum & Pedagogical Issues in English language and Literature*	180	18	4.5
MEEL 615	Gender Issues In Language & Literature	180	18	4.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>



<b>Level I: Semester 2</b>				
MEEL 620	Measurement & Evaluation in Literature and Language *	180	18	4.5
MEEL 621	Perspectives on Literature *	180	18	4.5
MEEL 623	Language Developments and Curriculum Implications *	180	18	4.5
MEEL 622	English for Specific Purposes *	180	18	4.5
MEEL 624	Shakespeare and 19th Century Writers	180	18	4.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>

<b>Level II</b>				
MELT 699	Dissertation	180	90	22.5
<b>Total</b>		<b>1980</b>	<b>270</b>	<b>67.5</b>

### Module Synopses

<p><b>MEEL 610 Psycho and Socio-Linguistic Aspects of Language Teaching</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>The module introduces participants to psycholinguistics and Socio-linguistics. For psycholinguistics, the course covers major sub-fields such as language and the brain, language acquisition and learning and language and thought with particular attention to how an awareness of these informs language teaching. For sociolinguistics, the course will cover major issues such as language and gender language variation, language policy and planning, diglossia, pidgins and creoles. Pedagogical implications of both Psycholinguistics and Sociolinguistics will be discussed</p>
<p><b>MEEL 611 Theory of Language Teaching</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>The module aims to equip students with insights into the theoretical principles which inform current practice in language teaching. Through discussions of what happens in a classroom, students will critically examine how these theoretical principles inform on the role of the teacher, the learner and learning materials.</p>
<p><b>MEEL 621 Perspectives on Literature and Teaching</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>The module provides experience for participants with methods and assumptions guiding the illumination and interpretation of literacy texts. Compatibility of texts and literary theories will be discussed.</p>
<p><b>MEEL 623 Language Developments and Curriculum Implications</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>The module surveys how language policy in monolingual, bilingual and multilingual speech communities affects curriculum practice. It will be debated whether the teaching of English as a second language translates to linguistic empowerment or linguistic imperialism</p>
<p><b>MEEL 614 Curriculum and Pedagogical Issues in Language and Literature Education</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>The module surveys current approaches to the teaching of English and suggests how the approaches can be adapted to the Zimbabwean classroom. Topics will include the processes by which students acquire language, methods of organizing an English language course, types of teaching materials and activities. Suggestions as to how to teach Literature, listening, reading, writing and speaking will be made.</p>
<p><b>MEEL 620 Measurement and Evaluation in English Language and Literature</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>This module will focus on how assessment can be made an integral part of the teaching and learning of language and literature. Students will reflect on a range of formal tools. The assessment of different skills and how they might be integrated will be discussed. At all stages, the implications for teaching and learning will be emphasized</p>
<p><b>MEEL 615 Gender Issues in Language &amp; Literature</b> <span style="float: right;"><b>18 Credits</b></span></p> <p>The course will explore how gender is constructed, represented, and negotiated within language and literature, including how these representations reflect and reinforce societal norms. The course would delve into theoretical frameworks, practical applications, and critical analyses of gendered language and literary works</p>



<b>MEEL 613 Advanced Research Methods &amp; Statistics</b>	<b>18 Credits</b>
Introduction to research and its rationale, Literature Review, Hypotheses and Research questions, Types of Research. Research Designs Quantitative, Qualitative, Experimental, Case studies, Surveys, Ethnographic, Content Analysis, Sampling techniques, Internal and External Validity, Measuring Instruments, Data Collection, Organization and presentation, research proposal. Frequencies, Frequency tables, Measures of central tendency, measures of dispersion/ variability, measures of relative standing, inferential statistics, - normal distribution curve, Parametric and Non-parametric tests, hypothesis testing, Chi – square, t – test, ANOVA, ANCOVA, Correlation; Pearson Product moment, Spearman Rank order, multivariate analysis, multiple regression.	
<b>MEEL 625 English for Specific purposes</b>	<b>18 Credits</b>
The English for Specific Purposes (ESP) approach makes prominent what grammar, lexis and register the student has to learn in order to operate in a particular language environment inside and outside the school environment. It enables students to use the English they know to learn even more English in their field of interest and capacitates them to interact with interlocutors in their discourse communities and relevant texts. The module seeks to develop innovative needs analysts in designing curriculum for specific purposes with reference to peculiar writing, reading, speaking and listening demands and styles of different genres making use of the underlying methodology and activities of the discipline they serve.	
<b>MEET 699 Dissertation</b>	<b>90 Credits</b>
The module provides a platform for students to administer research by applying skills in the broad area of education. In addition students develop projects with the potential to contribute to community development	
<b>MEEL 624 Shakespeare &amp; 19th Century Writers</b>	<b>18 Credits</b>
The module is designed to explore the timeless works of William Shakespeare and the profound influence of 19th-century novels on literature, society, and culture. This course provides an in-depth analysis of selected plays by Shakespeare alongside key novels from the 19th century, highlighting their relevance to contemporary themes and their impact on modern storytelling. The course takes learners through Shakespeare's plays, examining themes such as love, power, betrayal, and human nature, while also delving into the social and historical contexts in which these works were written. Students will explore the structure, language, and character development in Shakespeare's works, and how they have influenced both literature and other forms of art. Additionally, the course covers iconic 19th-century novels from other authors as prescribed by the lecturer. It discusses the social, political, and moral issues explored in these novels, providing learners with a deep understanding of how these literary works reflect and challenge the societal norms of their time.	

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True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man.

It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.

*White, Ellen G., Education, p. 13*

## Post-Graduate Diploma in Education

<b>Name of Program</b>	Post-Graduate Diploma in Education
<b>Duration</b>	1½ Years (18 months)
<b>Minimum Credit Load</b>	270
<b>Maximum Credit Load</b>	330
<b>Maximum MBKS Credits</b>	216
<b>ZNQF Level</b>	9

<b>Entry Requirements</b>	<b>TICK</b>
<b>Normal Entry;</b> A first degree from a recognized university or institution or any other degree recognized by the university	✓
<b>Special Entry:</b>	✓
<b>Mature Entry:</b>	✓

### Intended Learning Outcomes

Upon successful completion of the program a graduate will be able to:

- To apply innovative solutions to the developmental trajectory of the country
- Capacity to apply advanced educational tools in research and development.
- Ability to carry out policy development, analysis and evaluation
- Demonstrate financial management skills.
- Engage in professional and academic interactions guided by the philosophy of
- Demonstrate competency in disciplinary content peculiar to various areas of study.
- Ability to apply pedagogical skills in diverse educational contexts.
- Be able to design, implement, monitor and evaluate educational curricular and policies
- Demonstrate mastery of the research process.
- Demonstrate critical thinking by understanding the development of educational ideas and their application in current educational practice
- Ability to identify and provide solutions to educational and development problems through continuing education.
- Ability to manage educational programs and institutions
- Ability to apply philosophical, psychological, & sociological, curriculum & management theories and principles of pedagogy to educational practice

### Program Assessment

Coursework	Each taught course shall be assessed through at least two (2) assignments and an in-class test. These components must collectively constitute 40%
Written Examinations	Each taught course shall have a written examination weighted at 60%.
Thesis	The student must present a proposal to a panel, conduct research, and then defend the final document. After successfully defending both the proposal and the final research, the student is required to submit three bound copies of the final thesis. This process is graded out of 100%.

### Degree Requirements

<b>A. Departmental Courses (20%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>



PGDE 517	Advanced Fundamentals of Christian Education	180	18	4.5
PGDE 527	Advanced Guidance & Counseling	180	18	4.5
PGDE 528	Curriculum Studies	180	18	4.5
<b>Total</b>		<b>540</b>	<b>54</b>	<b>13.5</b>

<b>B. Core Courses (80%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
PGDE 510	Sociology of Education*	180	18	4.5
PGDE 511	Psychology of Education*	180	18	4.5
PGDE 513	Technology of Education*	180	18	4.5
PGDE 515	Research Methods & Statistics*	180	18	4.5
PGDE 529	Philosophy of Education*	180	18	4.5
PGDE 521	Teaching Methods Subject 1*	180	18	4.5
PGDE 523	Teaching Methods Subject 2*	180	18	4.5
PGDE 525	Introduction to School Administration*	180	18	4.5
PGDE 530	Teaching Practice *	540	54	13.5
PGDE 599	Dissertation	360	36	9
<b>Grand Total</b>		<b>2700</b>	<b>288</b>	<b>72</b>

### Course Schedule

<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
<b>Level I: Semester 1</b>				
PGDE 510	Sociology of Education*	180	18	4.5
PGDE 511	Psychology of Education*	180	18	4.5
PGDE 513	Technology of Education*	180	18	4.5
PGDE 515	Research Methods & Statistics*	180	18	4.5
PGDE 517	Advanced Fundamentals of Christian Education	180	18	4.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>

<b>Level I: Semester 2</b>				
PGDE 529	Philosophy of Education*	180	18	4.5
PGDE 521	Teaching Methods Subject 1*	180	18	4.5
PGDE 523	Teaching Methods Subject 2*	180	18	4.5
PGDE 525	Introduction to School Administration*	180	18	4.5
PGDE 527	Advanced Guidance & Counseling	180	18	4.5
PGDE 528	Curriculum Studies	180	18	4.5
<b>Total</b>		<b>1080</b>	<b>108</b>	<b>27</b>



<b>Level II</b>				
PGDE 530	Teaching Practice *	180	54	13.5
PGDE 599	Dissertation		36	9
<b>Total</b>		<b>1980</b>	<b>90</b>	<b>22.5</b>
<b>Grand Total</b>			<b>288</b>	<b>72</b>

### Module Synopses

<b>PGDE 510 Sociology of Education</b>	<b>18 Credits</b>
The module introduces students to the four main sociological perspectives and exposes them to basic sociological concepts that include 'socialization' and 'social differentiation' and to the dynamics that relate to social interaction. The interrelationships between the state, the education institution and the citizens are built into the module also in order to provide students with the necessary social interaction skills needed to guide the process of learning in the classroom.	
<b>PGDE 511 Psychology of Education</b>	<b>18 Credits</b>
The module introduces students to psychological foundations of education, which requires exposure to theories of personality, cognitive, social and moral development of learners as well as theories of human learning.	
<b>PGDE 513 Technology of Education</b>	<b>18 Credits</b>
The module is designed to introduce current and future educators to the use of educational technology. The aim of the module is to allow the learner to investigate, through active learning, the role of educational technology in learning and teaching. Students are exposed to a wide variety of teaching tools that can be systematically incorporated into the classroom.	
<b>PGDE 528 Curriculum Studies</b>	<b>18 Credits</b>
This course provides an in-depth exploration of curriculum theories, design, development, implementation, and evaluation within diverse educational contexts. It aims to equip postgraduate diploma students with the knowledge and critical skills necessary to understand, analyze, and contribute to curriculum processes at various levels of the education system. Emphasis will be placed on contemporary issues, policy implications, and the role of curriculum in fostering quality education and social justice.	
<b>PGDE 529 Philosophy of Education</b>	<b>18 Credits</b>
The module exposes students to an exploration of tenets of various schools of thought in philosophy and their contribution, Metaphysics and the theory of knowledge (Epistemology) as the foundation of education, freedom, authority and power in education, discipline and punishment, and equality of educational opportunity.	
<b>PGDE 515 Research Methods &amp; Statistics</b>	<b>18 Credits</b>
The module seeks to expose students to an understanding of basic foundations of research, paradigms and designs that underpin the conduct of research that respects ethical issues. Students are expected to master the data collection and analysis techniques for both qualitative and quantitative research, which requires students to demonstrate a mastery of descriptive and inferential statistics as skills they should employ in the conduct of supervised and independent research activities.	
<b>PGDE 525 Introduction To School Administration</b>	<b>18 Credits</b>
Students are introduced to the basics of school administration, viewing the School Heads office as the 'Heart' of the school with focus on public relations; the school and the community, admissions, welfare and discipline of pupils, the school budget and assets management, and supervision of educational personnel.	
<b>PGDE 599 Dissertation</b>	<b>36 Credits</b>
Students demonstrate research skills through the conduct of supervised independent research, submit a project report for assessment and orally present and defend their dissertation.	
<b>PGDE 530 Teaching Practice</b>	<b>54 Credits</b>
In this practical module, students are exposed to real-life teaching-learning contexts that facilitate the exercise, development and demonstration of certification teaching skills that include preparation, subject mastery beyond school level and extending applications in the world and linking topic to other curriculum subjects, drawing up schemes of work and lesson planning, evaluation of lesson plans and schemes of work.	



<b>PGDE 517 Advanced Fundamentals of Christian Education</b>	<b>18 Credits</b>
The course delves deeper into the foundational principles, exploring various models and methodologies, and focusing on the practical application of these concepts in diverse educational settings. The curriculum would likely cover topics such as the nature of Christian education, the role of the educator, curriculum development, and the impact of culture on Christian education	
<b>PGDE 527 Advanced Guidance &amp; Counseling</b>	<b>18 Credits</b>
This module discusses the meaning and scope of guidance and counseling, as well as their functions. Guidance provides general advice to help individuals, while counseling involves in-depth discussions between a counselor and client to address problems. The module also covers counseling skills, theories, and the roles of teachers in guidance. The objectives are for students to understand challenges people face and apply counseling techniques to help learners reach their potential.	
<b>PGDE 521/523 Methods of Teaching (specializations)</b>	<b>36 Credits</b>
<p><b>Methods of Teaching Accounting</b></p> <p>The module is designed to empower post graduate teachers in training with the requisite skills for effective performance in the classroom It combines planning and teaching approaches and measurement and evaluation skills It also aims at helping the student teachers with contemporary classroom teaching methodologies</p> <p><b>Methods of Teaching Art and Design</b></p> <p>The module assumes that students have studied Art and Design at first degree level and possess requisite content knowledge to teach at secondary level. The module thus, exposes students to pedagogical aspects of teaching Art and Design including interpretation of the school syllabus as seen schemes and plans of work resulting in production of designs and artifacts of art.</p> <p><b>Methods of Teaching Biology.</b></p> <p>The module acknowledges the fact that students hold at least a first university degree in Biology or related field and have, therefore, acquired adequate subject content knowledge required for teaching at secondary school level The module will therefore, focus on the professional development of the student with respect to the acquisition of pedagogical content knowledge needed by a Biology teacher to teach effectively at secondary school level</p> <p><b>Methods of Teaching Chemistry</b></p> <p>The module acknowledges the fact that students hold at least a first university degree in Chemistry or related field and have, therefore, acquired adequate subject content knowledge required for teaching at secondary school level The module will therefore, focus on the professional development of the student with respect to the acquisition of pedagogical content knowledge needed by a Chemistry teacher to teach effectively at secondary school level</p> <p><b>Methods of Teaching Economics</b></p> <p>The module focuses on curriculum development and interpretation, syllabus designing, schemes of work and lesson planning, teaching approaches, test construction and administration, types of marking, record keeping, and peer teaching</p> <p><b>Methods of Teaching English</b></p> <p>The teaching of English to learners of English as a Second Language (ESL) calls for a knowledge base that makes it possible for the teacher to make informed decisions that maximize teaching and learning This module seeks to equip Post Graduate Diploma in Education students with a knowledge base that facilitates the teaching of both English language and Literature</p> <p><b>Methods of Teaching Geography</b></p> <p>Designed for Post graduate Diploma in Education students, this module aims at producing educators with pedagogical skills that can be used at various post-primary school levels; innovative educators who are capable of improving on current methodological systems as well as coming up with new approaches/strategies that can be adopted in the teaching-learning of Geography</p>	



### ***Methods of Teaching History***

Aiming at introducing students to the basic principles of teaching History, this module exposes students to various views and perspectives on the nature of History and their implications for teaching and learning the subject

### ***Methods of Teaching Management of Business***

The module covers teaching approaches, preparation of schemes of work and lesson planning, curriculum development and syllabus designing, test construction and administration, marking and record keeping and peer teaching in Management of Business

### ***Methods of Teaching Mathematics***

The module introduces students to the broad spectrum of approaches to the teaching and learning of Mathematics It explores the various pedagogics that are critical to the teaching and learning of Mathematics Factors that affect the teaching and learning of Mathematics are explored

### ***Methods of Teaching Physics***

The module acknowledges the fact that students hold at least a first university degree in Physics or related field and have, therefore, acquired adequate subject content knowledge required for teaching at secondary school level The module will therefore, focus on the professional development of the student with respect to the acquisition of pedagogical content knowledge needed by a Physics teacher to teach effectively at secondary school level

### ***Methods of Teaching Religious Studies***

The module exposes students to the development and mastery of basic classroom practice and its foundational principles Focus is placed on distinguishing features of Religious Studies as a discipline, being conversant with teaching and learning strategies and methodologies, classroom-level and school-level curriculum planning with an appreciation of attitudes, feelings and values that govern approaches to teaching and learning of Religious Studies and tailoring these to individual learners' needs

### ***Methods of Teaching African Languages***

The module is designed to equip students with desirable classroom competencies, attitudes and personality traits for effective teaching of African languages The module introduces students to the history of the mother-tongue on the curriculum, and the theory and practice of teaching the mother-tongue

### ***Methods of Teaching Agriculture***

The module develops in student teachers the requisite theoretical knowledge and skills in the practice of teaching Agriculture in a manner demonstrating an understanding of the value of Agriculture in serving the needs of society and sustainable agricultural education in rural development

### ***Methods of Teaching Music***

The module exposes students to philosophical views and psychological bases that underpin the teaching and learning of music in schools It equips students with skillful methods, approaches and techniques that are informed by propounded theoretical frameworks that include Emile Jaques-Dalcrose, the Kodaly Methods, the Orff Approach, and the Suzuki Method

### ***Methods of Teaching Computer Studies***

The module introduces students to various approaches to the teaching of Computer Studies in secondary schools The module also exposes students to the selection, design, preparation, development and use of teaching and learning aids relevant to pupils' needs Methods of teaching to be explored include lecture methods, problem solving, games, demonstration, guided inquiry, project-based learning (PBL) and tele-collaborative learning

### ***Methods of Teaching Sociology***

The module introduces post-graduate diploma students to the methods of teaching Sociology at secondary school level. It is assumed that students would have majored in Sociology in their first degree and that they will be engaged in teaching Sociology at Ordinary or Advanced level

### ***Methods of Teaching Theatre Arts***

This module introduces students to pedagogics in Theatre Arts education with particular focus on interpretation of the school syllabus, schemes of work and lesson planning that evidences use of requisite technology and media essential in Theatre Arts education

### ***Methods of Teaching Technical Graphics***

This module exposes students to the tools, technology and methods of teaching Technical Graphics as well as practice in syllabus interpretation and drawing up of schemes of work and lesson plans

### ***Methods of Teaching Food Science and Nutrition***

This module focuses on the professional development of the student with respect to acquisition of pedagogical content knowledge needed by a Food Science and Nutrition teacher. Emphasis is on syllabus interpretation evidenced by informed schemes of work, lesson planning skills, record keeping as well as assessment and evaluation of students' performance

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True education means more than pursuing a certain course of study. It has to do with the whole person, and with the whole period of existence possible to human beings. It is the harmonious development of the physical, the mental, and the spiritual powers.

*White, Ellen G., True Education, p. 9*

The source of such an education is brought to view in these words of Holy Writ, pointing to the Infinite One: In Him "are hid all the treasures of wisdom" [Colossians 2:3]. ... The world has had its great teachers...of giant intellect and extensive research, who have stimulated thought and opened to view vast fields of knowledge; ... But there is One who stands higher than they. ... As the moon and stars in our solar system shine by the reflected light of the sun, so, as far as their teaching is true, do the world's greatest thinkers reflect the rays of the Sun of Righteousness. Every gleam of thought, every flash of the intellect, is from the Light of the world.

*White, Ellen G., Education, p. 13*

## CHAPTER TWO

### FACULTY OF BUSINESS ADMINISTRATION

**Dean** – Dr. Ivonne Ndlovu, PhD

**Chairperson** - (Accounting, Finance and Information Systems) – Reaboka Kitso Noko, ACCA, MCom

**Chairperson** - (Management, Marketing, MBA) – Khanyisa Malufu, PhD

#### Departments and Degrees Offered

- A. Department of Management, Marketing and MBA
- Masters of Business Administration (MBA)

#### Philosophy

The Faculty of Business Administration is committed to prepare students that will “add value” to organizations facing emerging changes, challenges and trends in the business world. It is determined to equip students with appropriate managerial competences and analytical skills suitable for the modern technology environment which enables them to make informed decisions. The faculty integrates business ethics with Christian values in all activities.

#### Mission Statement

The Faculty of Business Administration exists to provide quality, holistic and transformational academic delivery, research, mentoring and building sustainable relationships with students and industry based on the Seventh-day Adventist church philosophy of Education in order to equip students for useful service to God and the community, and to enjoy productive lives.

#### Department of Management, Marketing and MBA

**Chairperson:** Khanyisa Malufu, PhD

#### Full Time Lecturers

- Mary Mhlanga, MCom
- Ntando Tshuma, MCom
- Prof. Barnold Baidya, PhD
- Mduduzi Sibanda, MBA

#### Adjunct Lecturers - MMM/MBA

- Dr. Florence Zimunya
- Dr. Alfred Mthimkulu
- Knowledge Sigauke
- Dr. Nelia Eta Marima
- Dr. Jabez Moyo

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“Commit thy works unto the Lord, and thy thoughts shall be established.”

*Proverbs 16:3 KJV*



## POST-GRADUATE PROGRAM

### *Master of Business Administration (MBA)*

<b>Name of Program</b>	Master of Business Administration (MBA)
<b>Duration</b>	2 Years
<b>Minimum Credit Load</b>	360
<b>Maximum Credit Load</b>	430
<b>Maximum MBKS Credits</b>	288
<b>ZNQF Level</b>	9

<b>Entry Requirements</b>	<b>TICK</b>
<b>Normal Entry:</b> A minimum of a first degree in a relevant areas plus at least 2 years post graduate work experience	✓
<b>Special Entry:</b> A recognized professional qualification in the business field deemed to be equivalent of a degree	✓
<b>Mature Entry:</b> N/A	✓

### **Intended Learning Outcomes**

On successful completion of the program, graduates should be able to demonstrate through English Education, advanced competencies to:

- Integrate management techniques to aid planning and control in a changing environment
- Exhibit of leadership capacity and teamwork skills for business decision making.
- Apply analytical skills in business analysis, data management and Diagnostic problem-solving skills in order to support management decision-making.
- Design of improved techniques and processes in the major MBA disciplines to enhance business performance.
- Demonstrate comprehensive knowledge of business principles, theories and best practices.
- Apply ethical frameworks to guide decision-making and leadership.
- Conduct business research informing strategic decisions.
- Integrate faith and values into business decision-making.
- Apply digital technologies to enhance business operations.

### **Program Assessment**

Coursework	Each taught course shall be assessed through at least two (2) assignments and an in-class test. These components must collectively constitute 40%
Written Examinations	Each taught course shall have a written examination weighted at 60%.
Thesis	The student must present a proposal to a panel, conduct research, and then defend the final document. After successfully defending both the proposal and the final research, the student is required to submit three bound copies of the final thesis. This process is graded out of 100%.

### **Degree Requirements**

<b>A. Departmental Courses (20%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MBSA 605	Managerial Economics	180	18	4.5
MBSA 612	Managerial Finance	180	18	4.5
MBSA 615	E-Business Systems	180	18	4.5



MBSA 617	Management of Non-Profit Organization	180	18	4.5
<b>Total</b>		<b>360</b>	<b>36</b>	<b>9</b>

<b>B. Core Courses (80%)</b>				
<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
MBSA 600	Financial Accounting	180	18	4.5
MBSA 601	Management Information Systems	180	18	4.5
MBSA 622	Business Statistics	180	18	4.5
MBSA 610	Human Resources Management	180	18	4.5
MBSA 602	Marketing Management	180	18	4.5
MBSA 604	Corporate Governance & Ethics	180	18	4.5
MBSA 619	Entrepreneurship	180	18	4.5
MBSA 621	Change Management	180	18	4.5
MBSA 623	Business Leadership	180	18	4.5
MBSA 625	Strategic Management	180	18	4.5
MBSA 627	Business Research Methods	180	18	4.5
MBST 699	Dissertation	900	90	22.5
<b>Total</b>		<b>1395</b>	<b>139.5</b>	<b>72</b>
<b>Grand Total</b>		<b>1755</b>	<b>175.5</b>	<b>81</b>

### Course Schedule

<b>Course Code</b>	<b>Course Name</b>	<b>Notional Hours</b>	<b>Notional Credits</b>	<b>Credits</b>
<b>Level I: Semester 1</b>				
MBSA 600	Financial Accounting	180	18	4.5
MBSA 601	Management Information Systems	180	18	4.5
MBSA 602	Marketing Management	180	18	4.5
MBSA 604	Corporate Governance and Ethics	180	18	4.5
MBSA 605	Managerial Economics	180	18	4.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>

<b>Level I: Semester 2</b>				
MBSA 610	Human Resources Management	180	18	4.5
MBSA 612	Managerial Finance	180	18	4.5
MBSA 614	Entrepreneurship	180	18	4.5
MBSA 615	E-Business Systems	180	18	4.5
MBSA 617	Management of Non-Profit Organization	180	18	4.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>

<b>Level II: Semester 1</b>				
MBSA 621	Change Management	180	18	4.5
MBSA 622	Business Statistics	180	18	4.5
MBSA 623	Business Leadership	180	18	4.5



MBSA 625	Strategic Management	180	18	4.5
MBSA 627	Business Research Methods	180	18	4.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>

<b>Level II: Semester 2</b>				
MBST 699	Dissertation	900	90	22.5
<b>Total</b>		<b>900</b>	<b>90</b>	<b>22.5</b>
<b>Grand Total</b>		<b>3600</b>	<b>360</b>	<b>90</b>

### Module Synopses

<b>MBSA 600: Financial Accounting</b>	<b>18 Credits</b>
The module deals with accounting principles and conventions in an attempt to develop accounting skills and enhance appreciation of accounting related information. The main topics include: recording keeping and double entry, preparation of profit and loss account and balance sheet, profit measurement, valuation of assets, company accounts, legal and regulatory framework, International accounting standards, auditing and taxation.	
<b>MBSA 601: Management Information Systems</b>	<b>18 Credits</b>
The module exposes students to modern information management strategies, decision support and expert systems, planning and development. Topics covered include; concepts of systems and organizations, strategic uses of information technology, application of information systems to functional business areas, decision support And expert systems, management of information systems, security and ethical issues of information systems.	
<b>MBSA 602: Marketing Management</b>	<b>18 Credits</b>
The module provides strategic insights into the broader understanding of marketing management and its critical role to the success of business through establishing a competitive edge. The module covers the marketing environment; segmentation, targeting and positioning approaches; creating a competitive advantage through the marketing mixes; the marketing audit tools including the BCG and GE analysis as well as the value chain analysis. Finally, students are expected to develop bankable marketing plans.	
<b>MBSA 604: Corporate Governance &amp; Ethics</b>	<b>18 Credits</b>
Deals with the complex set of relationships between the corporation, the board, shareholders and management. It also provides cross functional insight on the effective integration or corporate performance and conformance roles. The main topics covered are; concepts of corporate governance, company failures, business ethics, the roles and responsibilities of stakeholders, approaches to corporate governance, financial reporting and auditing, controls and whistle blowing	
<b>MBSA 605: Managerial Economics</b>	<b>18 Credits</b>
This course deals with the application of the theoretical and analytical tools of microeconomics to managerial decision making. Upon completion of this course the student is expected to demonstrate knowledge in the 'theory of the firm', the centerpiece of managerial economics.	
<b>MBSA 610: Human Resources Management</b>	<b>18 Credits</b>
The module outlines the role of HR practitioners and the need to adopt appropriate HR practices, systems, policies and procedures that will result in efficiency and effectiveness of managing the workforce. The module covers the role of HR practitioners, systems, policies, procedures and implementation of HR systems. It also covers strategic approaches to recruitment, selection, and training/development and knowledge management.	
<b>MBSA 614: Entrepreneurship</b>	<b>18 Credits</b>
The module gives student participants a rigorous and honest insight into the realities of entrepreneurial activity by focusing on the manifold requirements necessary in turning a rudimentary idea into a feasible and attractive new enterprise. Students will have a clear idea on the nature of the Entrepreneurial environment, risks and rewards of self-employment. The module covers the entrepreneur, role of ideas, opportunity, team, resources, business plan, sourcing finances, managing and growth.	



<b>MBSA 612: Managerial Finance</b>	<b>18 Credits</b>
The course is divided into two parts, First part focuses on financial accounting, which covers the generally accepted accounting principles, cash flow statements, internal controls and interpreting the financial statements. The second part discusses principles for managing financial assets. These principles apply, for example, to managing corporate pension funds, bank-administered trust, and other institutional funds. Students will learn how to establish appropriate investment objectives, develop optimal portfolio strategies, and evaluate investment performance. Latest quantitative approaches should be part of the discussion.	
<b>MBSA 615: E-Business Systems</b>	<b>18 Credits</b>
The module deals with Electronic businesses or e-business since it is dramatically changing the way today's businesses operate and compete in the global marketplace. It enables businesses to operate online using the Internet and the world-wide web. In this course students will explore e-business systems and develop the necessary skills to appraise the management and use of web-based information systems from both business and technical points of view. The course will also cover the design and development of e-business systems for commercial businesses, government, and non-governmental organizations. Various security issues and risks that exist in the rapidly changing world of e-business are covered.	
<b>MBSA 617: Management for Non-Profit Organizations</b>	<b>18 Credits</b>
The module is a study of the role of non-profit and public sector organizations in facilitating development. Also involves understanding the characteristics of nonprofits and public sector organizations and their implications for management, issues facing managers of these sectors and ways to resolve them.	
<b>MBSA 621: Change Management</b>	<b>18 Credits</b>
The module focuses on the management of change in the organization station and swells on the types of organizations and how their different structures impact on change management. The main topics covered are; performance, design strategies, concept of power, organizational politics, change, renaissance, growth rather than decline, organizational and management of change.	
<b>MBSA 622: Business Statistics</b>	<b>18 Credits</b>
The module introduces students to the fundamental concepts of data analysis Useful in a management decision making environment. Emphasis Is on practical management problem solving using quantitative skills rather than theoretical development of statistics. Topics include Basic Concepts of Statistics, graphic and tabular techniques, probability and sampling distribution, data collection, confidence Interval estimation, Chi-Squared tests, Linear Regression and correlation Analysis/Time series analysis.	
<b>MBSA 623: Business Leadership</b>	<b>18 Credits</b>
This course provides students with insight into the nature and scope of leadership as well as its successes, limitations and failures. Students will examine the main theories that explain effective leaders. The course will focus on the human side of leadership and management in a global context, exploring how successful leaders have built effective organizations and companies through essential competences, relationships, visions and interaction within and across businesses. The course will also assess the importance of cross cultural and intercultural leadership as well as sensitivity towards a variety of social, ethical and diversity issues.	
<b>MBSA 625: Strategic Management</b>	<b>18 Credits</b>
In this module, students are introduced to concepts, principles and main analytical approaches that are used in strategic management. The emphasis is on formulation, implementation and evaluation of strategies. Main topics include analysis, visions, mission, values, structure, culture and evaluation.	
<b>MBSA 627: Business Research Methods</b>	<b>18 Credits</b>
The module provides an understanding of integrated research methodology to enable a student to undertake a study commensurate with Masters level. The module teaches development of academic theory, components of research design, implementation and reporting.	
<b>MBST 699: Dissertation</b>	<b>90 Credits</b>
A supervised dissertation of not less than 20000 words which allows the student to explore in depth subjects of interest to him/her and his/her employer.	






### **Matthew 28:19–20**

“Go therefore and make disciples of all nations  
, baptizing them in the name of the Father and of the Son and of the Holy Spirit  
, teaching them to observe all that I have commanded you.  
And behold, I am with you always, to the end of the age.”

—*The Great Commission: Our call to **educate, nurture, and send forth.***

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