

# AFRICAN CHRISTIAN UNIVERSITY

## Student Catalogue 2018



# 2017 SCHOLARS & DEGREE PROGRAMME CATALOGUE

**African Christian University**

Growing  
in grace and  
knowledge  
(2 Peter 3:18)



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## Introduction

African Christian University (ACU) is situated in Zambia, but has the Christian mandate to spread throughout Africa as a fulfilment of the Great Commission (Matthew 28:19-20). The name of the University expresses the response to that Great Commission being actualised in Africa.

## Our Vision



The vision of African Christian University (ACU) is to be an excellent tertiary institution that glorifies God through education that is biblical worldview-based, innovative, stewardship-oriented and truly African.

## Our Mission

The mission of the African Christian University (ACU) is to educate students from the Christian worldview in the contemporary and historic body of truths through the classical liberal arts and sciences for all spheres of life and vocations. ACU exercises students' discernment to shape critical thinkers, disciples holistically to prepare benevolent doers, and equips them with practical skills for faithful stewardship over God's creation.

## Our Motto

### ***Growing in grace and knowledge***

*“But grow in the grace and knowledge of our Lord and Saviour Jesus Christ. To him be the glory both now and to the day of eternity. Amen.”*  
(2 Peter 3:18)

The motto of ACU is founded on the goal of maturing students in knowledge across the breadth of academic disciplines, the breadth of history and the breadth of cultures affording them a true worldview. This maturing in knowledge requires discerning truth from error as Peter emphasised in his second epistle. The epistle's closing statement is ACU's motto. Discernment requires principles upon which truth can be defined and thereby error clarified. Peter emphasises that only by God's grace in granting a reconciled relationship with Him through faith in His Son, Jesus Christ, nurtured in the Scriptures, are the principles of His truth comprehended. That faith enables the discerning to clearly separate the false, unprincipled teachings from truth. But knowledge without application in love

only develops arrogance. ACU students apply their growing knowledge through works in serving and demonstrating consideration of others, furnishing a holistic, Biblical worldview. This whole-life nurturing in knowledge and works prepares graduates for continuous growth established on the only basis for truth, God's grace and knowledge through His Son Jesus Christ.

## Our Logo

The ACU logo expresses the biblical and cultural foundations upon which the university is founded. The vibrant variety of colours is representative of the flags of countries across the vast African continent. The colours are as diverse, yet beautifully cohesive as the people of this stunning continent. The African traditional shield proudly displays ACU's cultural heritage of strength and perseverance. The central yellows represent the hope of transformation through Christ at the core of all we do, while the borders of red represent the blood of Christ which encompasses all that God's grace has enabled us to be and to do. The African continent, foremost in fertile green, represents God's rich blessings upon the continent in created, natural resources. The three crosses represent the centrality of redemption and judgment of humankind through Christ's cross in the centre. The outer two crosses represent humankind through the two thieves who hung at Jesus' sides. One was redeemed through Christ's forgiveness while the other was condemned through Christ's righteous judgment on sin. In the same way, the gospel works through humanity making those in Christ to be the fragrance of life to life for some and the fragrance of death to death for others. Finally, the redemption of Christ stands preeminent, above the Word of God in blue, the colour of the skies that surround us as the Word of God is our surrounding source of all truth. This truth guides us in the way of knowing God and His righteousness in Christ for all of our good works. Likewise, the cross of Christ stands above the Word of God as the mercy seat upon the ark of the Law is the place of propitiation where God and man are reconciled in the holy of holies through atonement in the blood of Jesus Christ, our High Priest.

The book also represents the knowledge that is freely accessed by those with the mind of Christ to pursue with all vigour and tolerance knowing that humans, created in God's image and transformed in Christ, are to create culture. This requires the highest levels and greatest breadth of education and technical skills to subdue the earth, fill it, cultivate and keep it as God's stewards. May ACU stand firm on these founding principles as the surrounding ring of the emblem symbolises infinite continuity.

## The Purpose Statement of ACU

African Christian University is a Christ-centred institution of higher education, emphasising the humanities, sciences, theological studies and training in practical skills. Operating under a Board of Directors appointed by the Reformed Baptist Church Association of Zambia, ACU exists to provide post-secondary educational services to Zambians, other Africans and the global community.

ACU is committed to the final authority of the Scripture for all matters of faith and life. ACU adheres to the 1689 London Baptist Confession of Faith and stands in common faith with those holding adherence to the Westminster Confession of Faith. These represent the wealth of doctrinal unity that exists amongst those within the Reformed tradition.

## Core Values

ACU is further committed to uphold common values that would identify Christian character in our given cultural context. Our core values are:

- Biblical worldview
- Lordship of Jesus
- Authority of Scripture
- Reformed in theology
- Excellence in scholarship
- Faculty as mentors
- Whole-life transformation
- Christ-like leadership
- Fellowship of learning
- Serving others
- Africa oriented

Please see “The Goal of the ACU Programmes” (page 11).

## ACU Student Commitment

ACU students are expected to be active participants in fulfilling the general aims outlined above. Jointly, ACU desires to guide and assist students to make significant progress toward the realisation of the set purpose of ACU as stated above in the following areas:

### 1. Awareness of Purpose

This awareness of purpose should facilitate the development of goals, priorities, and practices that foster spiritual effectiveness and well-being, including the emotional, social, physical, and intellectual aspects of the individual students.

### 2. Biblical frame of reference

Students should be acquiring the ability to orient their lives by a perspective based on scriptural revelation. For realisation of this goal the following are important:

#### 2.1. Scripture knowledge

Students should be acquiring a working knowledge of the Scriptures, rejoicing in their promises and allowing them to direct their thoughts and actions in every area of life.

#### 2.2. Academic inquiry

Students should be acquiring a broad appreciation of the various aspects of creation, becoming familiar with valid methods of inquiry into each area of study. Each student should be acquiring some depth in one or two academic disciplines.

#### 2.3. Analytical skills

Students should be acquiring the capacity for incisive, critical and logical thinking.

#### 2.4. Communication skills

Students should be acquiring the ability to communicate ideas clearly in both speaking and writing, able to listen and read effectively and efficiently in the given context.

## ACU Registration and Backing

ACU is registered as a university through the Higher Education Authority of Zambia. They received their registration in 2016.

ACU has cooperative agreements with Covenant College (Lookout Mountain, Georgia, USA), Bethlehem College and Seminary (Minneapolis, Minnesota, USA) and with Toronto Baptist Seminary (Toronto, Ontario, Canada). These institutes are backstop universities cooperating in support of ACU's academic programmes and activities. These institutes will participate and contribute through student and faculty exchanges, curriculum development, and other activities to enhance the purpose of each institute.

## Academic Year Definition

The ACU academic year is composed of three terms beginning in mid-January and ending in mid-October. Each term consists of approximately 10 weeks of classes (excluding the final week of examinations).

## Calendar

### Term One

Fri	26 Jan	New Student Orientation
Mon	29 Jan	Classes Begin
Tue	30 Jan	Commencement Service
Wed	8 Mar	Women's Day*
Mon	13 Mar	Youth Day*
Tues	14 Mar	Next Term Regist. Deadline
Thurs	26 Apr	Last Day of Classes
Mon-Tues	9-10 Apr	Reading Days
Wed-Fri	11-13 Apr	Final Exams

### Term Two

Mon	30 Apr	Classes Begin
Mon	1 May	Labour Day*
Wed	9 May	Preview Day
Wed-Fri	23-25 May	Christian Scholars Week
Fri	25 May	African Freedom Day*
Mon-Tues	2-3 Jul	Heroes & Unity Days*
Wed	4 Jul	Applications for 2019
Fri	6 Jul	Last Day of Classes
Mon-Tues	9-10 Jul	Reading Days
Wed-Fri	11-13 Jul	Final Exams

### Term Three

Mon	30 Jul	Classes Begin
Mon	6 Aug	Farmers Day*
Fri	10 Aug	Declaration Of Degree Prog
Wed	15 Aug	Preview Day
Mon-Fri	27-31 Aug	Reformed Conf-no class
Mon	1 Oct	Registration Deadline
Fri	12 Oct	Last Day of Class
Mon	15 Oct	Reading Day
Mon-Tues	15-16 Oct	Entrance Exams
Tues-Fri	16-19 Oct	Final Exams
Thurs	18 Oct	Nat'l Day of Prayer*
Wed	24 Oct	Independence Day*
Fri	26 Oct	Grad. Lunch & Rehearsal
Sat	27 Oct	Graduation Service

## Calendar Definitions

*New Student Orientation* - These two days are to help the students get acquainted with ACU, the administrators, faculty, staff, fellow students, the area and churches.

*Commencement Service* - A Chapel service to welcome the new students and introduce faculty, staff, programmes and activities.

*Prayer Day* - Day for fellowship in prayer. Classes will be cancelled and a programme will be followed. Attendance is required.

*Preview Day* - This is a day set aside to welcome in potential students who have interest in learning more about ACU.

*Last Day to Drop Programme* - This is the last day that a student could withdraw from the programme. After this day, withdrawal will receive a "fail". No refund will be made at this point according to the "Withdrawal Refund Policies" (Pg. 6).

*Reading Days* - Days set aside for study and exam preparations. No classes or other scheduled activities will be held on these days. All instructors will be available for consultation.

*Next Term Registration Deadline* - All students must be registered with all payments due by this date for enrolment in the following programme term.

*Christian Scholars Week* - This is a special week intended to celebrate Christian excellence and scholarship in a variety of fields and disciplines.

*Advanced Placement Day* - This is the day allotted for students to take advanced placement exams to determine if they are qualified to advance past a course.

*Registration Deadline* - All students must be registered with all payments due by this date for enrolment in the following year's programme.

## Fees and Rates

### Meal Costs

The students will be charged K462 per month to receive breakfast and lunch each day at ACU. This fee is not included in the costs below.

### Costs

ACU is committed to faithful stewardship of God's resources. We seek to offer the highest level of excellence in Christian education at the most affordable rate. The actual cost of an education is only partially covered by the tuition and fee charges;

## ACU Tuition Rates (in Zambian Kwacha)

Academic Programme	Real Tuition (monthly)	SLP Discount (monthly)	Tuition (monthly)	African Scholarship (monthly)	Final Tuition (monthly)	Tuition annually (x10 months)
Zambian Tuition Rates						
Scholars Programme	2,950	-750	2,200	-500	<b>1,700</b>	<b>17,000</b>
Degree Programme	3,750	-1,150	2,600	-500	<b>2,100</b>	<b>21,000</b>
Non-Zambian, African Tuition Rates						
Scholars Programme	3,750	-750	3,000	-500	<b>2,500</b>	<b>25,000</b>
Degree Programme	4,650	-1,150	3,500	-500	<b>3,000</b>	<b>30,000</b>
Non-African Tuition Rates						
Scholars Programme	5,750	-750	5,000	-	<b>5,000</b>	<b>50,000</b>
Degree Programme	7,150	-1,150	6,000	-	<b>6,000</b>	<b>60,000</b>

## ACU Once-off Fees (Annual, in Zambian Kwacha)

Item	Fee (once-off)
Internet Fee	269
Application Fee (incoming applicants only)	80
Registration Fee (incoming applicants only)	100
Safety Gear	500
Tools	440
Kitchenware	485
Graduation	200
Subtotal (Total for Zambian students)	2,074
Study Permit (for International students only)	1,500
Total for International students	3,574

the balance is paid from contributions made by supporting partners, grants and other awards. The education costs are also minimised through proactive maintenance, a conscientious drive towards self-sustenance, and savings in staff costs through the Student Labour Programme.

Within the financial and infrastructural ability of ACU, our Christian educational opportunities will be offered to as many candidates as possible who qualify for admission, regardless of individual economic circumstances. Scholarship opportunities will be prioritised according to student qualifications and financial need. Student qualifications are based on a thorough assessment of their admission's application file (see Admissions: Application for Admissions). Financial need will be based on familial employment and student sponsorship.

Because of increasing costs, the ACU Board of Directors reserves the right to make changes at any time in the tuition and fee charges.

### Payment Schedules

At ACU, we understand that the cost of tertiary education is an important consideration for the student and his family. In order to be as flexible as possible to match each student's

financial circumstances, we offer a variety of payment schedules.

The student may elect to pay his account balance in full at the beginning of the academic year. In this case, payment for the full year will be due by 16:00 on 15 December.

The student may choose to pay term by term. In this case, payment for the ensuing term will be due by 16:00 the Friday before classes begin for that term (please refer to the Academic Calendar on pg 2).

The student may also elect to pay month by month *after the first term*. In this case, the balance for the first term is still due by 16:00 on 15 December, but the remaining yearly balance may be paid monthly starting on 1 May, and due by 16:00 on the first of each month.

Accounts must be paid promptly on one of the schedules indicated above, or a finance charge will be assessed, and the student may also be removed from the Programme. Also note that the student must be current with his or her account in order to view grades or receive transcripts. Account balances with no activity for more than three months will be followed-up to devise a plan for remuneration.

## Development Benefits of the Student Labour Programme

The Student Labour Programme (SLP) is designed for multiple benefits:

- The progressive development of the university is linked to the economic inputs of the SLP.
- As economic inputs from the SLP support expenses and development of the university, then in the future, student costs can be kept as minimal as possible.

The primary intent of the SLP is an understanding and application of a biblical view of labour. In God's image man was created to labour as God's stewards. The SLP is intended to put this knowledge into action; that in Christ, we labour as unto God and not to man (Colossians 3:23).

## Problems with Fee Payments

ACU desires to assist every student to succeed to their full potential. Should persistent difficulties in fee payments arise, the Registrar will assign a counsellor to meet with the student to determine what course would best accommodate the student's situation. The goal will be to determine a course that might best assure the student's success at ACU.

## Tuition Deduction

Tuition deduction may be offered for:

- Financial Need - See "Financial Aid" (Pg. 9) for details.
- Financial Need of Non-Zambian Applicants - Non-Zambian students who can verify their financial need for tuition reduction (See "Financial Aid", Pg. 9, for details) may receive reduced rates for tuition based on their standing relative to other students seeking financial aid in the same academic year.

## Insurance

A student insurance programme is required for all students. Details on coverage and cost are available upon request. Non-Zambian citizens must participate in the student insurance programme.

## Withdrawal Refund Policies

### Term Expenses and Financial Aid

When a student formally withdraws from ACU through the Registrar, a student leaves the university without notice, or does not return from an approved leave of absence, tuition will be reimbursed at a pro rata percentage. However, all fee payments other than tuition will not be reimbursed. This pro rata percentage is used to determine the percentage adjustment at the time of withdrawal up through the completion of the 60% point in a term (just prior to the 8th week). After the 60% point, no reimbursements will be considered.

The effective withdrawal date of a student who withdraws from ACU through the Registrar's Office will be the date on which the student begins the withdrawal process, either orally or in writing, or the last date of attendance at an academic-related activity (*e.g.*, attendance in class, lab, study groups, submission of quizzes, exams, lab work). In cases where a student is unable to visit the office, the effective date will be the date the student makes known his or her intent to withdraw.

When a student leaves ACU without notice, or receives all failing or incomplete grades for a term, faculty will be contacted to determine the last date of the student's attendance in class. This will be considered the withdrawal date by default.

A student who is dismissed for disciplinary reasons will receive one-half of the pro rata percentage of tuition. This percentage adjustment at the time of disciplinary dismissal will apply up through the completion of the 60% point in a term (just prior to the 8th week). After the 60% point, no reimbursements will be considered. Conditions for which a student may be suspended are outlined under Academic Suspension and in the Student Handbook regarding the Standards of Conduct.

## Pro Rata Tuition Refund

To explain the pro rata system, the following two examples should help:

*Example 1:* If a term is 60 days long and the student withdraws on the 30th day, 50 percent of the term has been completed resulting in a 50 percent refund of tuition. If the student was billed for tuition of Kr4,000, the tuition refund would be Kr2,000. This will leave a Kr2,000 tuition charge as the responsibility of the student. No fees will be refunded.

*Example 2:* If a student withdraws on the 36th day of a 60 day term, then none of the tuition will be refunded because more than 60% of the term has expired.

## Fees

No fees other than tuition are refundable.

## Policy on Nondiscrimination

ACU does not discriminate on the basis of race, colour, national origin, gender, age or disability in its educational programmes or activities, including admission and employment. Admissions

ACU seeks to attract students who give evidence of those qualities of mind and purpose which are essential in a Christian higher education and whose personal qualifications give assurance that they will be responsible and contributing members of the University community.

## Application for Admission

The ACU Scholars Programme seeks to admit two types of students:

- (1) those who have recently completed secondary school and have yet to receive their official secondary school transcripts and the official results of their O-Level examinations, and
- (2) those who have received their official secondary school transcripts and have received their official O-level examination results.

## Applicants **Without** Official Secondary School Transcript and O-Level Results

The Scholars Programme is unique in that it seeks to admit students who have completed Grade 12, but have yet to receive either their official secondary school transcripts or their O-Level examination results. For this reason, an assessment is made to evaluate the applicant's potential to write the ACU Entrance Examinations.

**Zambian Citizen Applicants** - The Scholars Programme applicant must submit his or her grade 12 mock examination results. This will require an

official letter received by the ACU Registrar directly from the Registrar of the student's secondary school providing the results of their mock examination. The student must also submit a photocopy of the mock examination results. Should there be any proven discrepancy regarding the legitimacy of these results, the application will be nullified and the applicant will not be considered further for admission. The mock examination results must meet the distinction and merit results (1-4 points) in each subject. Based on satisfactory mock examination results, the applicant will be considered for writing the ACU Entrance Examinations (See "ACU Entrance Examinations, Pg. 8).

Applicants who are qualified to write the ACU Entrance Examinations, and whose results of these examinations qualify them for admission to the Scholars Programme, may then be admitted on "Academic Probation" status (See "Admissions Status", Pg.8). The probationary status will be withdrawn upon satisfying all requirements for the admissions process (See "Applicants With Official Secondary School and O-Level Results", below) and upon meeting the performance standard required in the Scholars Programme (See "Satisfactory Academic Progress", Pg. 9). The student will then be moved from probationary status to "Full Acceptance" status (See "Admission Status", Pg. 8).

**Non-Zambian Africans and Non-African Applicants** - All non-Zambian applicants to the Scholars Programme must have an official secondary school transcript and their secondary school leaving exam results (the equivalent of the Zambian O-Level examination results). Please consult with the ACU Registrar (registrar@acu-zambia.com) if there are any questions regarding your application process and requirements.

## Applicants **With** Official Secondary School and O-Level Results

**Zambian Citizen Applicants** - The Scholars Programme applicant must have the following academic record from a recognized secondary school:

- A certificate
- Five O-levels, one of which must be English Language at least at merit (Grades 3 or 4), with an additional four subjects at credit (Grades 5 or 6) or better. The total number of points for the five best subjects should not exceed 24.

Those applicants meeting these requirements may then be approved to write the ACU Entrance Examinations (See "ACU Entrance Examinations, Pg. 7). Applicants who are qualified to write the ACU Entrance Examinations, and whose results of these examinations qualify them for admission to the



Scholars Programme, may then be admitted on “Full Acceptance” status (“Admissions Status”, Pg. 8).

**Non-Zambian Africans and Non-African Applicants** - All non-Zambian applicants to the Scholars Programme must have an official secondary school transcript and their secondary school leaving exam results (the equivalent of the Zambian O-Level examination results). Please consult with the ACU Registrar ([registrar@acu-zambia.com](mailto:registrar@acu-zambia.com)) if there are any questions regarding the application process and requirements.

### The Admission Process

The requirements specified thus far for admission of students qualifies an applicant to be considered for admission. Those applicants who meet the minimum academic profile as described should keep in mind that every application is considered on an individual basis. Transfer applicants are considered in light of this academic profile, as well as academic performance in any post secondary-level coursework. See “Transient Students” (Pg. 9). Successful completion of the ACU Scholars Programme ensures priority consideration for entrance into the ACU Degree Programme.

The application process for the ACU Scholars Programme occurs in four steps. To begin, the applicant should fill out the online application form found at [www.acu-zambia.com/students](http://www.acu-zambia.com/students) and pay the K80 nonrefundable application fee. Once submitted, the applicant’s information will be reviewed and a determination made as to whether the applicant should continue to the next step in the process.

If the applicant qualifies for step two, he will be contacted by the Registrar’s office and instructed how to proceed. For this step, the applicant will need to submit a number of documents by post or deliver them directly to the ACU offices. Among these documents will be the following items:

- Certified copies of academic certificates and statement of results
- Scores from the Examinations Council of Zambia
- Two character references from two different adults, excluding family members
- A Sponsor Confirmation form
- A Guardian Confirmation form (if under 18)
- A recent passport-size photo

Once these materials have been received, they will be reviewed and a determination made as to whether the applicant should continue to step three. If the applicant is approved for further

consideration, he will be contacted and scheduled to take the ACU Scholars Programme Entrance Examinations (see below).

If the candidate performs satisfactorily on the entrance examinations and is approved for further consideration, the final step will be to schedule an admission interview with a faculty representative through the Registrar’s Office. It is from this final group of applicants, who undergo the admission interview, that ACU will select its students for the coming school year.

### ACU Scholars Programme Entrance Examinations

All applicants to the Scholars Programme who have submitted the appropriate application materials and are approved for further consideration will be required to perform satisfactorily on the following entrance examinations:

Mathematics - the basic concepts up through Grade 12 of mathematics.

Language Arts - reading and writing skills. A written essay to assess overall communication and writing skills will be included.

Logic & Rhetoric - critical thinking and reasoning skills and ability to articulate arguments.

Satisfactory performance is a score of Merit or better.

### Admission of Transfer Students

A transfer student has previously attended any university or another postsecondary institution since secondary school graduation. Transfer applicants are considered in light of the submitted, admission materials (See “Admission Process”, Pg. 7) as well as academic performance in any post-secondary level coursework. An official transcript must be submitted from each institution attended by the student. The transfer of credit, whether into or out of ACU, is at the discretion of the receiving institution and an institution’s accreditation does not guarantee transferability. Transfer coursework will be evaluated in terms of level, content, quality, comparability, and degree programme relevance by the appropriate academic department at ACU.

Courses with a grade of Pass, Credit, or any code other than a standard letter grade will not be accepted unless the sending institution’s policy to issue that grade would require the equivalent of 75% or better (again, relative to the similarities between the institute’s transferring coursework and the equivalent ACU course).

The Registrar is the initial contact regarding transfer courses. The Registrar may request an institute catalog, the institutes website address

(URL), course syllabus, or transfer articulation agreement with other accredited bachelor degree programmes to determine if a course is transferable and/or equivalent to an ACU course or requirement.

To become eligible for certification from ACU for the Scholars Programme, a transfer student must complete a minimum of 9 credit hours during three terms at ACU. A student's institutional grade is computed only on courses completed at ACU.

## Admission Status

Once all necessary information has been received, the candidate will be evaluated for acceptance. ACU does not discriminate on the basis of ethnicity, gender, age, national origin, or handicap.

The evaluation of a completed application will result in one of four decisions: full acceptance, acceptance on academic probation, acceptance as a special student, or denial. The Admissions Committee may apply other conditions of enrolment as deemed necessary. Supplemental information may also be requested when necessary before action is taken.

- **Full Acceptance:** The candidate is accepted as a certificate-seeking student and may enrol for the first term.
- **Academic Probation:** The candidate is accepted as a certificate-seeking student for enrolment in the first term but is re-assessed after the first term to determine potential to successfully complete the Scholars Programme. Any questions as to the student's ability will be delivered with an appropriate recommended course of action that may allow him or her to reapply for consideration of enrolment in the Scholars Programme upon satisfactory completion of the recommended course of action and successful assessment of the admission requirements upon the time of re-application (See "Admissions", Pg. 6).
- **Special Student:** The applicant is not admitted to the Scholars Programme of ACU but may be permitted to enrol in a maximum of 16 credit hours per term based on available seats.
- **Denial:** The candidate is denied admission to ACU. Further study at another institution is normally recommended to demonstrate the student's preparation for the academic rigor of the Scholars Programme. Other recommendations may also be considered.

## Confirmation of Acceptance

The candidate for admissions must confirm acceptance to the ACU Registrar on or before 11 December 2017 with payment of the Registration Fee. This will allow student enrolment for the first

term. This Registration Fee is non-refundable once the student has been entered into the computer system for enrolment. The date of payment of the Registration Fee will be used in determining priority for class registration and other prioritised assignments for the first term.

## Audits and Guests

Occasionally, individuals express an interest in visiting a class on a regular basis. ACU does not have an official "audit" status, but if additional seats are available in a classroom and the structure of the class is appropriate for guests, then instructors have the discretion to permit guests to visit their class on a regular basis. No college credit or transcript would be available to document attendance for guests. Given the full-time teaching load of instructors, it is more common that instructors do not accept or grade assignments, and guests' participation may be limited. Restricting the participation of guests is not meant to be disrespectful, but we must be good stewards of our time and our commitment to the certificate-seeking students. If the level of involvement available is not fulfilling the educational goals of the guest, then enrolling as a special student for academic credit may be considered.

For additional information, contact the Registrar.

## Transient Students

Students, particularly international exchange students, who are enrolled in another college or university and who do not wish to transfer to ACU and seek a certificate in the Scholars Programme may enrol as a transient student. Enrolment under this condition is usually for one term in courses that will transfer to another institution and apply toward that institute's qualification requirements. A transient student enrolled under this programme must agree to abide by the ACU Standards of Conduct. The Transient Student must meet all other admission requirements (See "Application for Admission", Pg. 6). This complete Application for Admission for a Transient Student must also include a transcript or a letter indicating that the student is in good standing with their present institution (and eligible to return to the present institution) and must be sent to ACU's Registrar from either the Registrar or Academic Dean of the student's present institution.

## Academic Performance

### Satisfactory Academic Performance

Satisfactory Academic Performance (SAP) for students will be determined at the end of each academic term by the Registrar.

SAP requires a student to earn a minimum 70% and above each term (this 70% may not be directly

relative to all institutes' grading standards and policies). The manner in which all grades are calculated for eligibility is outlined in the "Credit and Grading System" section (Pg. 17) under "Academic Information".

## Unsatisfactory Academic Performance

Unsatisfactory Academic Performance (UAP) of students will be determined at the end of each academic term by the Office of Records. The intent of this determination is to address every student's progress to assure personal care and accountability for the student to afford them the best opportunities for success.

UAP will be assessed if a student's performance is between 60% to 69.99%. This will result in the student being placed on "Academic Probation" (See "Admission Status", Pg. 8) by the Registrar. At this point, the student must submit an Academic Performance Explanation form obtained from the Registrar's Office) to the Academic Review Committee. The Academic Review Committee will then meet with the student either formally or informally to determine an academic plan to help the student toward enrolment in the following term under Academic Probation.

The student's UAP status will be reviewed prior to the end of the following term to ensure the student is able to make progress toward SAP in order to continue enrolment.

Any student whose academic performance is 59.99% or below will automatically be expelled from the Scholars Programme. The student may still file an "Appeal of Academic Performance" form with the Registrar if he or she believes that there are special considerations to account for poor academic performance. The course of action will then be determined on an individual student basis.

## Financial Aid

### Financial Aid Purpose Statement

The primary purposes of the Registrar's Office are to:

- Provide as many students as possible with the resources to help meet their financial need
- Distribute scholarships and grants in an equitable manner
- Further the mission of the institution

Our goal is to honour our Lord by practicing good stewardship of the financial resources entrusted to us. A secondary goal of our programme is to encourage the students to practice good stewardship of the financial resources the Lord has provided them.

## Distribution of Financial Aid

The highest priority for financial aid targets those who have proven that they are fully qualified academically to enrol in the ACU Programmes (See "Application for Admissions", Pg. 6), but are not able to consider enrolment due to verifiable financial need. Financial need verification will require the potential student to complete the "Financial Aid Form" that can be obtained at the Registrar's Office. One can also email [registrar@acu-zambia.com](mailto:registrar@acu-zambia.com) and request an e-copy of the "Financial Aid Form".

Satisfactory verification of a student's financial need by the Registrar's Office will designate the student on the list to receive financial aid for the following academic year (3 terms). Finances that are available for student aid will be divided up in an equitable manner by the Registrar's Office amongst those who are on the student list until the financial aid funds are fully discharged. While every student cannot be assured financial aid, ACU will seek every opportunity to receive and distribute financial aid to as many students as possible.

All students receiving financial aid must demonstrate Satisfactory Academic Progress (SAP) in order to continue to receive the aid. The SAP policy is described in the "Academic Performance" section, Satisfactory Academic Performance, Pg. 9.

## Student Development

The Office of the Dean of Students provides essential services to the achievement of ACU's educational goals. This office is responsible to build a community that enhances academic inquiry, provides a warm campus environment in which to interact and study, and designs supra-curricular opportunities that seek to educate students socially, physically, vocationally and intellectually – all of which may be areas of spiritual growth.

This office oversees the following services: New Student Orientation, Advisee Groups, Mentoring and Disputatio, Standards of Conduct enforcement, the Student Labour Programme, Chapel services and Ministry Opportunities.

### Advisee Groups and Mentoring Services

Academic Support Resources are available for all ACU students to ensure a positive transition for students into a highly rigorous academic environment. These resources exist to enhance students' understanding of their callings while enrolled at ACU.

The specific objectives are to:

- Help students understand their calling as students.

- Complement faculty efforts to help students achieve their potential.
- Enhance the academic abilities of the student body.
- Provide convenient access to academic resources.
- Provide training in and accountability to students who are struggling with time management.

All students who have been placed on academic probation are required to meet regularly with the Dean of Students for accountability, assistance and advocacy when needed. These meetings should be used as a resource for learning to be a better student and gaining insight into areas of needed improvement. Students who are on academic probation will be held accountable to the expectations outlined in their probation agreements. Failure to adhere to these expectations may result in parental, guardian or sponsor contact or suspension.

### Registration Regulations

All students will be expected to register during the regular registration periods for each term. All fees and tuition for the term will be due on the Last Day for Registration.

### Course Load

Regularly enrolled students will carry 9-12 credit hours per term. These students are considered full-time students.

### Dropping Out of any ACU Programmes

Students who wish to drop out of any ACU programmes should first consult with their advisor. This can only be done during the first term on or before the date specified on the academic calendar without receiving a “fail” grade. Dropping out of the programme after that date without special permission will receive a “fail” grade for the programme.

### Withdrawal from the University

Students desiring to withdraw from ACU before the end of a term must contact the Dean of Students and process an official Withdrawal Clearance Form. (See “Withdrawal Refund Policies” Pg. 5 for more information.) Students seeking re-entry to the university in the future, may be required to interview with a staff member and satisfactorily complete necessary enrolment conditions prior to being readmitted.

## Academic Information

### Academic Programme

ACU students are expected to be familiar with the content and the requirements of the academic programme.

The academic programme is foundational to the entire educational enterprise and is a trademark of ACU. It is the university’s goal that students characterise and respond to reality from a biblical perspective. In order to make such a biblically based groundwork explicit and operative, ACU takes a four-fold educational approach:

- Holistic Transformation
- Mentor Emphasis
- Christian Excellence
- African Distinction

#### Holistic Transformation

ACU is dedicated to whole-life education to transform intellect, effort and will to God’s glory. This speaks not only to the “what” aspect of academic content, but more importantly to the “why” aspect (the reason for knowing), and also the “how” aspect, the practical application to life and society for God’s glory. Therefore, classes, labs, meetings and all activities seek a whole-person approach, impacting the mind, the heart and the hands.

#### Mentor Emphasis

ACU recognises that God’s truth does not exist in a vacuum. One of the primary aspects of the Christian faith is that it has to do with relationships. We are social beings, and part of learning truth is to see it in action. Dedicated professors and staff will mentor students from a biblical worldview, serving as role models and counsellors to show what applying scholarship from a biblical perspective looks like in the real world.

#### Christian Excellence

ACU strives for Christ-exalting excellence as the hallmark of every person in both academics and labour. This is combined with the promotion of the development of servant-leaders. Classes are taught with this standard of excellence in view, both in terms of content and conduct of faculty and students.

#### African Distinction

The practical goal of ACU’s academic endeavours is to apply God’s truth to the peculiar worldview and social needs of Africa. Course content focuses on applications that are relevant to African circumstances and culture in order to fulfil the

biblical “cultural mandate” and promote passion for benevolent works for the good of Africa.

## SCHOLARS PROGRAMME

**A-levels, certificate programme.** The Scholars Programme is a preparatory, A-Level calibre, certificate-granting programme that serves as the gateway to enter African Christian University.

**Gap-year programme.** The programme is a “gap-year” programme requiring applicants to submit Grade 12 Mock Exam results to determine their capability to write the ACU Entrance Examinations for Scholars Programme admission determination. ACU is to be an academically robust tertiary institution. Our students must be equipped to perform at the highest levels in thought and effort.

### Goal of the Scholars Programme

The goal is two-fold: a) to introduce a solidly biblical, gospel-saturated worldview as the foundation for all academic studies and practical labor; and b) to hone and sharpen basic but necessary scholarship skill to ensure excellence at university-level studies and Christian living. Students who successfully complete the SP will receive a Certificate of Achievement and will be prepared to move into ACU’s degree granting programmes if they meet the admission requirements.

### Course Length

All classes will be designated their time slot. All students are expected to be in their seats and prepared for class at the designated start time.

### Course Load

Term 1- Bible’s Grand Narrative I (2)

Language Arts I (2)

Christian Reasoning/Rhetoric I (2)

Maths I (2)

Computer Skills I (2)

Study Skills (1)

Term 2- Bible’s Grand Narrative II (2)

Language Arts II (2)

Christian Reasoning/Rhetoric II (2)

Maths II (2)

Computer Skills II (2)

Term 3- Bible’s Grand Narrative III (2)

Language Arts III (2)

Christian Reasoning/Rhetoric III (2)

Maths III (2)

Computer Skills III (2)

## Course Descriptions

### BIBL0112/0122/0132-The Bible’s Grand Narrative (2 credit hours each)

This is a comprehensive, gospel-saturated overview of the entire Bible, taught from a historical redemptive perspective using the Creation-Fall-Redemption-Consummation framework. This approach develops an understanding of the whole of the Scriptures with a continual focus on the redeeming work of Christ. It provides the thematic basis for all the courses in the Scholars Programme and, indeed, all of ACU. It is evangelistic as well as the establishment of a Christian world and life view which undergirds every disciplinary approach at ACU.

### ENGL0112/0122/0132- Language Arts (2 credit hours each)

Growing out of a biblically-based understanding of language and its uses, this course is fundamental to all scholarly endeavours of life that require excellence. It reviews and expands reading and writing skills in preparation for academic research and composition. The course opens our understanding of God’s design for communication as the means to know and express Him and His creation. It emphasises correct grammar and punctuation, including sentence construction, paragraph structure, essay development and vocabulary, employing skills of logic and effective communication techniques. Strategies of effective reading, both reading accurately and interpreting skilfully, are covered and practised making use of a variety of literary works, including but not limited to African literature.

### PHIL0112/0122/0132- Christian Reasoning and Rhetoric (2 credit hours)

Building on the Language Arts foundation, this course helps students realise the significance of thinking God’s thoughts after Him and develops and strengthens critical thinking skills, including skills of problem evaluation and solving, discernment, and wisdom based on biblical truth and Christian reasoning. God created us to know wisdom and exercise the mind in a logical manner so that we can cohesively and consistently know and express truth and knowledge while revealing error and fallacy. Introduction of both formal and informal logic are included, while centering on issues that are relevant to the African cultural context. An evaluation of skills of rhetoric is introduced and practiced. All of this combines to help make better thinkers, scholars, problem solvers and communicators.

### **MATH0112/0122/0132- Mathematics (2 credit hours each)**

While mathematics is rarely considered as a revelation of God, in reality, it displays the invisible attributes that uphold creation. "His invisible attributes are clearly seen, being understood by the things that are made" (Romans 1:20). Creation stands on mathematics. "The heavens declare the glory of God" (Psalm 19:1). Mathematics defines the precision of heavenly bodies, mass and motion. This course will bolster the students' foundations in mathematics enabling them to see the significance of structured, quantified thinking to know God. They are then better equipped to apply that thinking to fulfil His mandate as faithful stewards over His creation.

### **CSCI0112/0122/0132- Computer Skills (2 credit hours each)**

Computer skills are fundamental to functioning in any contemporary field. This course covers computer essentials including typing, email, internet browsing, word processing, spreadsheet and presentation essentials. The curriculum provides hands on practice with essential computer programmes with an emphasis on ethical computer practices. These skills are integrated into an understanding of God's redemptive plan dove-tailing with The Bible's Grand Narrative course, equipping students to better perform any vocation with integrity and excellence.

### **EDU0111- Study Skills (1 credit hour)**

This course is designed to help students learn to be good stewards of time and the intellect, reasoning and learning skills that God has granted. The course will teach good time management skills, note-taking skills, study skills, reading and essential writing skills.

### **Scholars Programme Certificate**

Students who successfully complete the Scholars Programme will receive a Certificate of Achievement from African Christian University. As an A-level calibre programme, the student will have completed coursework at or above the academic requirements for A-levels in mathematics and all of the Language Arts. More importantly, the broad foundation established through the ACU Scholars Programme equips a student to excel in all areas of scholarship and practice for serving God with excellence in any vocation.

### **Grading**

The Scholars Programme students will receive their grades in the form of a percentage for the ease of transferring it to other institutes if the student is not

able, or chooses not, to enter ACU's Bachelor's Programme.

## **BACHELOR PROGRAMMES**

ACU is offering a 4-year Bachelors Programme beginning in Christian Worldview Core Curriculum for the first two years and continuing with specialty in a variety of disciplines. Each course will be developed with the trivium of grammar, logic, rhetoric in mind.

Major courses are the foundational courses for the major disciplines of Theology, Education, Agriculture, Business, etc (as more added).

Additionally, special arrangements may be made for students interested in alternate fields of study or sub-disciplines that are not specifically listed. Other options may be offered or customisation of programmes of study considered if specific interest is expressed.

Electives include additional courses that may be considered if a student can add such without affecting his/her required major courses.

A further year beyond the Bachelor degree, with faculty approval, will achieve a Bachelor with Honours distinction.

### **Course Load for Core Curriculum**

#### **Year 1**

Term 1- Old Testament Survey (2)

History of Thought I (2)

English Composition I (2)

Math for Liberal Arts (3)

Beginning Latin I (2)

Elective (Computer for Arts & Sciences) (2)

Term 2- New Testament Survey (2)

History of Thought II (2)

English Composition II (2)

Intro to Sociology (3)

Beginning Latin II (2)

Term 3- Intro to Biblical Hermeneutics (2)

History of Thought III (2)

Foundations of Science (3)

Research Writing (2)

Beginning Latin III (2)

#### **Year 2**

Term 1- Theology, Worldview, Ethics I (2)

Intro to Literature (Classical) (2)

Intro to Psychology (3)

Creative Arts (3)

Major Course/Electives (3)

Term 2- Theology, Worldview, Ethics II (2)

Intro to Literature (Modern) (2)

Environmental Science (2)

Major Course/Electives (3-5)

Term 3- Intro to Political Science (2)

African Literature & Worldview (3)

Physical Education/Nutrition (2)

Major Course/Electives (3-5)

## Core Curriculum Course Descriptions

### **ARTS2113- Creative Arts** (3 credit hours)

This course offers a broad introduction to Fine Arts emphasising the truth, beauty and goodness of the image-bearing, human expression through creativity. It is an interdisciplinary course designed to introduce the student to basic elements of art, music and theatre. The course should develop an appreciation for the investment of one's gifts, talents and resources into advancing Fine Arts.

### **BIBL1112- Old Testament Survey & Covenants** (2 credit hours)

This course will equip students with the knowledge and literary framework for understanding the Old Testament in its original context and in its contemporary application. Students will examine the history and theology of the Law, Prophets, and Writings with a special view towards God's unfolding purposes in creation and redemption. Special attention will be given to the covenantal relationship between God and His people.

### **BIBL1122- New Testament Survey** (2 credit hours)

This course will equip students with the knowledge and literary framework for understanding the New Testament in its original context and in its contemporary application. Special attention will be paid to key New Testament themes and their impact on the Christian faith.

### **CSCI1111- Computers for Arts and Sciences** (1 credit hour)

This course covers computer essentials including typing, email, internet browsing, word processing, spreadsheet and presentation essentials. The

curriculum provides hands on practice with essential computer programmes with an emphasis on ethical computer practices. The course is designed such that each student's proficiency will equip students to better perform any vocation with integrity and excellence.

### **ENGL1112- English Composition I** (2 credit hours)

In this course, students will learn to write more carefully and effectively. Students will focus in this first term on attaining a mastery of English grammar. In addition to grammar, students will also begin learning how to compose and defend effective theses and how to identify and avoid plagiarism.

### **ENGL1222- English Composition II** (2 credit hours)

Students will continue to work on composing effective theses, while also developing their abilities to use paragraphs to construct careful, orderly, persuasive argumentative essays. Students will also work to develop the clarity and appeal of their prose styles.

### **ENGL1232- Research Writing** (2 credit hours)

This course teaches composition with an emphasis on understanding scientific writing, using practical examples and exercises. Topics include: principles of good writing, tricks for writing faster and with less anxiety, the format of a scientific manuscript, and issues in publication and peer review. Students from non-science disciplines can especially benefit from the training provided in the first four weeks (on general principles of effective writing). See <http://online.stanford.edu/course/writing-in-the-sciences>.

### **LANG1212- Basic Latin I** (2 credit hours)

This course is a beginning study of the Latin language and of Roman culture. Students learn the basic skills of pronouncing the language, reading simple Latin texts, and translating Latin sentences into English. Students will learn basic Latin sentence patterns and develop listening and reading skills. Students analyse rudimentary Latin grammar and word etymologies of common English words derived from Latin.

### **LANG1222- Basic Latin II** (2 credit hours)

Basic Latin grammar and vocabulary are systematically reviewed as students are introduced to the writings of some selected authors,

representing the range of literature composed in Latin from antiquity to the modern world.

**LANG1332- *Basic Latin III*** (2 credit hours)

The student will deepen their knowledge of Latin grammar while increasing their breadth of vocabulary for the purpose of reading a variety of Latin literature. This course will have grammatical explanations and readings drawn from the works of Rome's major prose and verse writers. Etymological aids, maps, and dozens of images illustrating aspects of the classical culture and mythology are presented in the chapter readings.

**LITR2212- *Introduction to Classical Literature*** (2 credit hours)

This course introduces students to the study of imaginative literature. The genres, literary devices, and aesthetic values of Biblical and Classical literature are taught and presented as foundational to the western literary tradition. The study of Classical epic, Greek tragedy and comedy will introduce categories necessary for later study of continuities and discontinuities in the western tradition. Emphasis will be placed on careful textual analysis.

**LITR2222- *Introduction to Modern Literature*** (2 credit hours)

Beginning with Medieval Literature through the Renaissance and Reformation, literary selections will guide students in analyzing how each work develops and reshapes Christian and imaginative literature. Students will examine the various genres of Shakespeare's words, examine the poetry of John Donne and George Herbert and the King James Bible's contribution to English Literature. Progressing into modern literature, emphasis will be on the novel, including African literature. We will consider the aesthetic of realism, its particular associations with the novel, and how novelistic realism compares with both Scriptural realism and other approaches to the representation of reality in Western and African literature. The course will also focus on the role of Christian faith in modern literature and the implications of its absence, as well as the ongoing literary use of Scriptural symbols, themes, and stories. This course will emphasize careful textual analysis and interpretation using knowledge of literary devices and forms.

**LITR2332- *African Literature & Worldview*** (2 credit hours)

This course examines literature of the African continent and expressions of African traditional thought. Select readings from a diversity of African authors, poets, philosophers, theologians and intellectuals will develop a broad perspective on the African worldview. Students will also be exposed to methods of interpreting prose and texts from an African perspective. Discerning unique aspects of African thought from a Biblical perspective will inform the interplay of Christianity and African Traditional Religion that has significantly shaped worldview in Africa.

**MATH1113- *Mathematics for Liberal Arts*** (3 credit hours)

This course will provide the mathematical training for students in basic math, probability and statistics, basic algebra, and finance. This course starts with a review of number systems, progresses to problem solving strategies to develop the student's analytical abilities, and concludes with practical applications.

**PHED2232- *Physical Education/Nutrition*** (2 credit hours)

Our bodies are temples of the Holy Spirit and we must be faithful stewards over them. This course is meant to develop basic health and wellness understanding for exercise, diet and approaches to promote personal well being along with community and preventative health topics.

**PHIL1112- *History of Thought I*** (2 credit hours)

A critical, historical survey of the development of philosophy and the principal developments in Christian thought from the pre-Socratic to Augustine timeframe. Each school of thought is evaluated from a distinctively Reformed perspective. This course will emphasize understanding the antithesis between Christianity and Greco-Roman thought.

**PHIL1122- *History of Thought II*** (2 credit hours)

A critical, historical survey of the development of philosophy and the principal developments in Christian thought from Scholasticism to the Reformation. The course will shed light on the unfortunate syntheses of medieval theology and ancient philosophy. Additionally, the course will introduce Islam and the church's interaction with Islam during the medieval period. The course will demonstrate how the reformation is a return to the biblical worldview as it stood on the foundation of Scripture.



**PHIL1132- History of Thought III** (2 credit hours)

A critical, historical survey of the development of philosophy and the principal developments in Christian thought from the Enlightenment to the present age. Each school of thought is evaluated from a distinctively Reformed perspective. The course will examine the impact of the Reformation and the value of presuppositional analysis. Additionally, the course interacts with certain key African theologians and critiques their synthesis of Christianity with the African Traditional Worldview.

**POLI2132-Introduction to Political Science** (2 credit hours)

Students will be introduced to various economic perspectives such as Socialism, Marxism/Leninism, and Capitalism/Free Enterprise, and will evaluate them in the light of Scripture. Such topics as private property, economic competition, wealth and poverty will be discussed, giving particular consideration of the notions of ownership and stewardship. Cultural economic assumptions and political consequences will be evaluated against biblical teaching.

**PSYC2112- Introduction to Psychology** (2 credit hours)

Understanding psychology from a Christian perspective requires starting from the presupposition that humanity is the creation of God in His image, but because of the fall all humanity is born with a self-bent nature to sin. With this presupposition psychology's history and worldview, the brain and nervous system, sensation and perception, motivation and emotion, learning and memory, human development, consciousness, thinking/language/intelligence, personality, psychological abnormalities, treatment, social psychology and research methods can all be understood for their true value in advancing understanding. Unique aspects influencing psychological understanding within traditional African culture will be developed.

**SCIE1233- Foundations of Science** (3 credit hours)

A basic foundation in science and science philosophy will be established upon which students can pursue any higher levels of study. The historic through contemporary developments of physical or natural science will be traced to demonstrate the rich worldview influences while identifying aspects most prone to historical revisionism for ideological purposes. The course is intended to enhance scientific discernment while igniting the imagination

and curiosity of both the artistic and the quantitative student to the undiscovered wonders that science investigation can unlock, knowing that the heavens, as well as the molecules, declare the glory of God.

**SCIE2123- Environmental Science** (3 credit hours)

Environmental Science is the systematic study of the environment and human impact on it. It is a relatively new, highly interdisciplinary field which uses information from the natural, social and physical sciences. Course content will maintain a reasonable balance between pure science and the various political, social, and historical perspectives on various environmental issues. Special attention will be given to environmental issues that are relevant to African society and culture.

**SOCI1123- Introduction to Sociology** (3 credit hours)

Humanity was created in God's image for relational interaction. Various worldviews can be discerned through examination of social theories and their histories, social structures, functions, and social conflict, emphasising human, institutional, and group interactions. The course provides an overview of political, economic and other cultural phenomena and methodologies developed through scientific, social research.

**THEO2112- Theology, Worldview & Ethics** (2 credit hours)

This multi-disciplinary, two-term worldview course is an introduction to the nature, definition, importance, and content of the Christian worldview as it applies to general ethics (i.e., Christian living). This course will highlight the critical importance of thinking and acting "Christianly" by giving special attention to the role of biblical, theological, philosophical, and sociological assumptions and their implications in the totality of life including the arts, family, entertainment, government, economics, social problems, etc. The course will follow the Second London Baptist Confession (1689) as a theological framework, and the Westminster Larger Catechism (Questions 91-149) as a framework for ethics. Special attention will be given to the application of TWE to contemporary issues.

**THEO2122- Theology, Worldview & Ethics II** (2 credit hours)

This multi-disciplinary, two-term worldview course is an introduction to the nature, definition, importance, and content of the Christian worldview as it applies to general ethics (i.e., Christian living). This course

Agriculture Degree Programme			
Term 1	Term 2	Term 3	Credit Hours
<b>Year 1</b>	<b>Core Curriculum Credit Hours</b>		33
<b>Year 2</b>	<b>Core Curriculum Credit Hours</b>		22
<b>Year 2 - Remaining Major (Non-Core) Credit Hours</b>			
General Chemistry I (3)	General Chemistry II (4)	College Physics I (4)	11
12	10	11	33
Additional Core Curriculum Courses (to be taken in years 3-4): God, Marriage & Family (2); Vocational Evangelism (2); Christian Leadership (2)			6
<b>Year 3</b>			
Agricultural Economics (3)	Agricultural Marketing (2)	Organic Chemistry I (3)	
Statistics for Agriculture (2)	Agroecology (3)	Experimental Design (3)	
Genetics I (3)	Genetics II (3)	Elective / Core (3)	
Elective / Core (3)	Elective / Core (3)	Elective / Core (3)	
11	11	12	34
<b>Year 4</b>			
Crop Physiology (3)	Environmental Chemistry (3)	Senior Project and Thesis (8)	
Farm Management (3)	Elective / Core (3)	Elective / Core (3)	
Elective / Core (3)	Elective / Core (3)		
Elective / Core (3)	Elective / Core (2)		
12	11	11	34
Total Core Curriculum Credit Hours (Years 1-4)			61
Total Major Curriculum Credit Hours (Years 1-4)			73
Total Credit Hours			134

will highlight the critical importance of thinking and acting "Christianly" by giving special attention to the role of biblical, theological, philosophical, and sociological assumptions and their implications in the totality of life including the arts, family, entertainment, government, economics, social problems, etc. The course will follow the Second London Baptist Confession (1689) as a theological framework, and the Westminster Larger Catechism (Questions 91-149) as a framework for ethics. Special attention will be given to the application of TWE to contemporary issues.

### **THEO1232- Introduction to Biblical Hermeneutics** (2 credit hours)

This course is designed to help students to interpret and apply the biblical text in a responsible and informed manner. This involves understanding of methods, skills, research tools, important concepts, and values necessary for interpretation and application. A brief survey of biblical interpretation and the presuppositions behind different forms of biblical interpretation will also be considered.

## **Degree Course Curriculum Descriptions**

## **Agriculture Degree**

### **AGRI3123- Soil Science** (3 credit hours)

This introductory course in soil science introduces the student to the study, management, and conservation of soils as natural bodies, as media for plant growth, and as components of the larger ecosystem. This course presents basic concepts of all aspects of soil science including: composition and genesis; physical, chemical, and biological properties; soil water; classification and mapping; soil conservation; management practices; and soil fertility and productivity (soil testing, use of fertilisers and manures, and liming). It introduces the relationships of soil to current concerns such as environmental quality and non-agricultural land use. This course should instil awareness of soil as a basic natural resource, the use or abuse of which has a considerable influence on human society and life in general. The course will conduct an ongoing, integrated discussion of soil-crop yields relationships with emphasis on the soil as a source of mineral nutrients for crops and the role of fertilisers and manure in crop production.

### **AGRI3623- Agroecology** (3 credit hours)

An introduction to the principles of agricultural ecology with an emphasis on Christian stewardship of God's world. Topics include the development and characteristics of agroecosystems, ecological disturbance and succession, diversity, pest management, nutrient cycling, environmental quality, energy use, climate change, social capital, conservation practices, and global food production. The interaction of agroecosystems with surrounding ecosystems is studied, and the utilisation of ecological principles in agroecosystem design and management are examined. Two lectures and one three-hour laboratory per week.

**AGRI4313 Farm Management** (3 credit hours)

Christian concepts of stewardship and justice in agriculture, advanced planning techniques, investment analysis, agricultural finance, decision-making under risk and uncertainty, intergenerational transfer of the family business, governmental regulation and promotion of agriculture.

**AGRI4223 Farm Machinery** (3 credit hours)

Theory and practice of plant propagation. Covered topics include the propagation environment, media, propagation by rooting, division, and grafting and the practice of sterile tissue culture.

**AGRI4232 Meat Science** (2 credit hours)

Survey of livestock, meat industry, live animal-carcass comparisons, processing techniques, meat inspection and regulations.

**AGRI4332 Feeds and Feeding** [Animal Track] (2 credit hours)

The evaluation, composition, and values of feedstuffs as they relate to animal nutrient requirements will be considered. The basics of ration formulation and feeding management will be covered for the major livestock species. Two lectures and one three-hour laboratory per week.

**AGRI4838 Senior Project and Thesis** (8 credit hours)

An integration of departmental courses, research, and analysis of current topics with emphasis on Christian perspective for persons involved in agriculture. Issues can include government policies, world hunger, the family farm, meat production, and others.

**AGRO3233 Plant Science** (3 credit hours)

Ecology of crop plants, principles of production, management and seed and plant identification. This course will introduce fundamental concepts of plant biology including photosynthesis, water relations and stress responses. Christian stewardship of land and resources will be emphasised. Laboratory included.

**AGRO4213 Crop Physiology** (3 credit hours)

A study of the biochemical and biophysical processes of plants. Emphasis is given to plant-soil water and mineral relations, nutrient cycling, photosynthesis and carbon metabolism, and plant growth and development.

**AGRO3593 Crop Production** (3 credit hours)

Grain and forage production in sub-Saharan Africa is investigated using lectures, group projects, field trips, and production and research experiences. The role of grains in world food production is examined, and students are challenged to find solutions to the problems frequently associated with grain production. Students collect and analyse field crop data and explore sustainable crop production methods and systems. The investigation of new and innovative crop production strategies is an important component of the course. Two lectures and one three-hour laboratory per week.

**AGRO4133 Soil Management** (3 credit hours)

An integrated discussion of soil-crop yields relationships with emphasis on the soil as a source of mineral nutrients for crops and the role of fertilisers and manure in crop production. Three lectures per week.

**AGRO4223 Horticultural Plants** [Plant Track] (3 credit hours)

Prerequisite: AGH 133. Basic plant structure and identification of a wide range of horticultural plant materials. Involves identification, adaptation, evaluation and landscape management of trees, shrubs, ground covers, annuals, perennials, vines and fruit and vegetable crops.

**AGRO4533 Plant Propagation** (3 credit hours)

Theory and practice of plant propagation. Covered topics include the propagation environment, media,

propagation by rooting, division, and grafting and the practice of sterile tissue culture.

### **AGRO4633 Horticultural Pest Management** (3 credit hours)

This course focuses on the biology and classification of pest organisms, crop tolerance and resistance to pests, population thresholds, and integrated management strategies to minimise crop damage.

### **BIOL3351 Journal Club** (1 credit hour)

A weekly seminar for students to read, study and present publications of a predetermined theme. The class critiques and analyses methods for consistency and accuracy from a scientific and biblical perspective. This course is intended to aid scientific thinking and writing in students while reading various scientific publications and journal articles.

### **BIOL3532 Experimental Design** (2 credit hours)

This course takes advantage of research articles—old and new—to highlight different approaches for problem solving in biology and, in doing so, develop skills for the critical analysis of the primary literature. The last three weeks of class will be devoted to student presentations on topics related to these landmark papers, providing students the opportunity to hone their public speaking skills.

### **BIOL3613 Genetics I** (3 credit hours)

A study of the principles of heredity with emphasis on inheritance in individuals and populations, chromosomal rearrangements, the chemistry of the gene in DNA structure and replication, transcription, translation, the control of gene expression, mutations and their repair, genetic engineering and epigenetics.

### **BIOL3623 Genetics II** (3 credit hours)

A continuation of the study of the principles of heredity with emphasis on inheritance in individuals and populations, chromosomal rearrangements, the chemistry of the gene in DNA structure and replication, transcription, translation, the control of gene expression, mutations and their repair, genetic engineering and epigenetics.

### **BIOL4181 Agriculture Seminar** (1 credit hour)

A weekly seminar for students to present publications of a predetermined theme, perhaps even pre-selected papers. The class critiques and analyses methods for consistency and accuracy from a scientific and biblical perspective. This course is intended to help scientific thinking and writing in the students.

### **BUSI3622 Agricultural Marketing** (2 credit hours)

Fundamentals of agricultural marketing management and planning (input and output). Study the institutional differences between agricultural and nonagricultural marketing environments. Outline essential marketing functions of buying, selling, transportation, storage, financing, standardisation, pricing and risk bearing. Topics include setting marketing goals, government price institutions, contract and futures markets, and marketing under risk and uncertainty.

### **CHEM2113 General Chemistry I** (3 credit hours)

A study of the foundations of chemistry including: stoichiometry; atomic structure; chemical periodicity; covalent and ionic bonding; inorganic nomenclature; chemical reactions including aqueous precipitation, acid-base and redox; basic thermodynamics in physical and chemical matter changes; electronic structure; molecular structure and polarity; gas laws.

### **CHEM2123 General Chemistry II** (3 credit hours)

A study of chemical topics including: behaviour and properties of liquids, colligative properties of solutions; and properties of solids; kinetics; equilibrium; acids, bases, and other aqueous equilibria; entropy and free energy in chemical reactions; electrochemistry; nuclear chemistry; introductory organic and biochemistry.

### **CHEM3633 Organic Chemistry I** (3 credit hours)

A study of alkanes, alkenes, and alkynes, including nomenclature; optical activity; stereochemistry; substitution and elimination reactions; and ring systems. Includes the nomenclature and reactions of alcohols, ethers, epoxides, ketones, aldehydes, esters and acids, aromatic systems; and numerous name reactions in synthesis.

### **CHEM4823 Environmental Chemistry** (3 credit hours)

This course presents selected topics in the chemistry of the environment including air, water and soil. Subjects to be discussed include photochemical smog, gaseous and particulate contamination, equilibrium, biodegradability of chemicals, hazardous waste, toxicology and Green Chemistry. In addition, students will learn sampling procedures for a range of chemical and environmental systems and analytical testing methods. There are two one-hour lectures per week and one three-hour laboratory each week.

**ECON3613 *Agricultural Economics*** (3 credit hours)

Introductory course on the basic principles of agricultural economics. Production economics, principles of supply and demand, resource economics, world food situation, marketing of agricultural products, and agricultural public policy.

**ENGL3112 *Science Writing*** (2 credit hours)

This course teaches scientists to become more effective writers, using practical examples and exercises. Topics include: principles of good writing, tricks for writing faster and with less anxiety, the format of a scientific manuscript, and issues in publication and peer review. Students from non-science disciplines can benefit from the training provided in the first four weeks (on general principles of effective writing). See <http://online.stanford.edu/course/writing-in-the-sciences>

**MATH3332 *Biostatistics*** (2 credit hours)

Learn basic concepts of probability and statistical inference, focusing on an intuitive approach to understanding concepts and methodologies. Get an introduction to statistical and critical thinking, including descriptive statistics, probability, sampling distributions, interval estimation, hypothesis testing and regression.

**MATH3613 *Statistics for Agriculture*** (3 credit hours)

Statistical techniques used in design and analysis of experiments in agriculture and natural resources management. T-tests, analysis of variance, mean separation, regression and correlation, experimental design and analysis, interpretation of research results, analysis and interpretation of survey information.

**PHIL4552 *Bioethics*** (2 credit hours)

Christian principles of bioethics, with an emphasis on personhood and the sanctity of human life.

Students will engage with ethical theory, case studies, and media to gain familiarity with foundational bioethical concepts and important topics including ability/disability, the “obesity crisis,” reproduction, race, and research ethics. Students will learn to use ethical concepts and normative theory to analyse and evaluate real-life cases, understand, articulate and defend philosophically and ethically sound positions, engage critically and respectfully with opposing views, and to recognise the moral residue that is often an unavoidable aspect of resolutions to complex bioethical problems.

**PHYS2134 *College Physics I*** (4 credit hours)

Introduces students to classical mechanics. This course has a hands-on focus, and approaches mechanics through take-home experiments. Topics include: kinematics, Newton's laws of motion, universal gravitation, statics, conservation laws, energy, work, momentum, and special relativity. The second half of this overview course is an introduction to electromagnetism and electrostatics. Topics include: electric charge, Coulomb's law, electric structure of matter, conductors and dielectrics, concepts of electrostatic field and potential, electrostatic energy, electric currents, magnetic fields, Ampere's law, magnetic materials, time-varying fields, Faraday's law of induction, basic electric circuits, electromagnetic waves, and Maxwell's equations. The course has an experimental focus, and includes several experiments that are intended to illustrate the concepts being studied.

**VETR2423 *Animal Science*** (3 credit hours)

This foundational course in Animal Science will examine General Zoology of the animal kingdom, specifically related to agriculturally relevant animals. Comparative physiology of digestive, endocrine, and reproductive systems in animals will also be studied. The course will include a general examination of principles of nutrition, genetics, growth and development, including behaviour, food processing and safety of animals. Current issues in animal agriculture including biosecurity, animal welfare, and safeguards for animal and human health.

**VETR2563 *Principles of Animal Health*** [Animal Track] (3 credit hours)

Animal care and facility sanitation will be discussed, focusing on care, disease prevention, disease detection, animal treatment, pharmacology, and health programs. Three lectures per week.

Business Degree Programme			
1ST QUARTER	2ND QUARTER	3RD QUARTER	Credit Hours
<b>Year 1</b>	<b>Core Curriculum Credit Hours</b>		33
<b>Year 2</b>	<b>Core Curriculum Credit Hours</b>		22
<b>Year 2 - Remaining Major (Non-Core) Credit Hours</b>			
Introduction to Business (2)	Principles of Accounting I (3)	Principles of Accounting II (3)	
	Intro to Economics (2)	Economics I (2)	12
11	11	12	34
Additional Core Curriculum Courses (to be taken in years 3-4): God, Marriage & Family (2); Vocational Evangelism (2); Christian Leadership (2)			6
<b>Year 3</b>			
Business Statistics I (2)	Business Statistics II (2)	Business Communications (3)	
Principles of Accounting III (3)	Principles of Marketing I (2)	Principles of Marketing II (2)	
Economics II (2)	Principles of Management (3)		
Business as Missions (3)			
Elective / Core (2)	Elective / Core (3-5)	Elective / Core (5-7)	
12	10-12	10-12	32-36
<b>Year 4</b>			
Strategic Management I (2)	Strategic Management II (2)	Senior Project and Thesis (8)	
Elective / Core (8)	Elective / Core (9)	Elective / Core (3)	
10	11	11	32
Total Core Curriculum Credit Hours (Years 1-4)			61
Total Major Curriculum Credit Hours (Years 1-4)			70-74
Total Credit Hours			131-135

**VETR3281 Animal Nutrition** [Animal Track]  
(1 credit hour)

A problem-solving approach will be taken to examine the nutrient requirements of animals in different production systems. Methods that can be used to meet those requirements will be evaluated. Ration formulation will be discussed as it relates to the different digestive systems and production requirements.

## Business Degree

**ACC2323 Principles of Accounting I** (3  
Credit Hours)

A study of the fundamental principles of financial accounting as applied to proprietorships and partnerships. Coverage includes the theory of debits

and credits, the accounting cycle, income statement and balance sheet presentation, special journals, accounting for service and merchandising enterprises, cash, receivables, inventories, temporary investments, plant assets, payroll, as well as dealing with these issues in a biblical framework.

**ACC2333 Principles of Accounting II** (3  
Credit Hours)

A continuation of ACC 2301 with a look into corporations. Topics include stockholders' equity, long-term liabilities, time value of money concepts, long-term investments, and financial statement analysis. Introduction to cost/managerial accounting including job order and process costing in the manufacturing environment, budgeting, standard costs and variance analysis, and cost-volume-profit relationships.

**ACC3313 Principles of Accounting III** (3  
Credit Hours)

This course begins with a review of the accounting cycle at the introductory level and progresses to more rigorous levels of financial accounting. Emphasis is on in-depth treatment of the measurement of the elements of the balance sheet and income statement; consideration of the conceptual framework of accounting theory and how the Christian worldview is integrated.

**BUS2212 *Introduction to Business*** (2 Credit Hours)

This course introduces the student to the field of business and its impact on society. Students will be challenged to understand the role of business and labour within God's created order. Student will deal with what it means to work and what it means to be a labourer created in God's image.

**BUS3212 *Business Statistics I*** (2 Credit Hours)

A look into how statistics play a role in the field of business. This course will look at topics in probability and statistics that apply to the field of business. Students will be given an understanding of the theory behind the use of statistics in business, and how our understanding of God as creator unites these worlds of theory and reality into one.

**BUS3232 *Business Statistics II*** (2 Credit Hours)

A continuation of the previous course, the course will deal with applications through case studies and analysis. Students will see how statistical analysis will be used to make real life decisions in the field of business, ending with a presentation on a statistical analysis research project.

**BUS3322 *Principles of Marketing I*** (2 Credit Hours)

This course deals with the study of consumer and industrial markets and the formulation of marketing policies and strategies relating to product, price, channels of distribution, and promotion. The course will engage the world of marketing through lectures and case studies.

**BUS3332 *Principles of Marketing II*** (2 Credit Hours)

The second course in a study of consumer and industrial markets through the aspects of marketing, the course seeks to explore fashion, life cycles and

consumer behavior in the African and international context, as well as the legal and institutional environment of marketing.

**BUS3412 *Business Ethics I*** (2 Credit Hours)

In this course, specific ethical frameworks will be discussed and critically evaluated in light of a Christian worldview. Contemporary issues about business ethics pertaining to management, finance, and marketing will be introduced, discussed and debated.

**BUS4212 *Business Ethics II*** (2 Credit Hours)

A continuation of the previous course, this course will continue to deal with ethical issues based on worldview. Contemporary issues about business ethics pertaining to globalisation, macroeconomics, and corruption will be introduced, discussed and debated.

**BUS4312 *Business Policy I*** (2 Credit Hours)

This course systematically approaches strategies within policy making. It will introduce policy-making strategies and their effect on the company or enterprise. This course will challenge students to think critically at each topic using their biblical knowledge.

**BUS4322 *Business Policy II*** (2 Credit Hours)

A continuation of the previous course, this course will seek to look at policies and strategies in real world situations. Research into real-world use of strategies and their effects, through case studies and research, will be the emphasis.

**BUS3612 *Organisational Behaviour I*** (2 Credit Hours)

Takes a look at the application of behavioural science theory research, and scriptural truth to organisations. Topical areas include motivation, reward systems, and group dynamics.

**BUS3622 *Organisational Behaviour II*** (2 Credit Hours)

Deals deeply with the implications of the application of behavioural science theory and research to organisations through the lens of a

biblical worldview. Topics include leadership and organisation change.

**BUS3722 Operations Management I** (2 Credit Hours)

This course analyses the strategies found in business processes within industries to increase productivity in the workplace. Key concepts include bottlenecks, flow rates, and process analysis. This course will also deal with excellence in the Christian work ethic, and its role in management.

**BUS3732 Operations Management II** (2 Credit Hours)

A continuation of the previous course, this course continues to look at strategies to increase productivity in the workplace. Special attention is given to the service and human resource aspects of a well-managed operation. This course will also analyse real life situations where students shall evaluate how a business may improve its productivity.

**BUS4412 International Business I** (2 Credit Hours)

With the ever-shrinking world around us, and the ever-rising effects of globalisation, the need for a global view of business is crucial in today's business world. This course emphasises the importance of having a global understanding of the marketplace as well as strategies for engaging internationally in business.

**BUS4422 International Business II** (2 Credit Hours)

A continuation of the previous course, this course will deal with the continuing effects of globalisation on the business world, specifically to small businesses. It will also look deeper at strategies for international business.

**BUS3523 Principles of Management** (3 Credit Hours)

Covers the concepts, issues, terminology, and practices of contemporary management. Contributions from organisational experience, theory, and research are examined as they relate to planning, organising, leading, and controlling business outcomes in a way that reflects our Creator.

**BUS4723 Entrepreneurship** (3 Credit Hours)

From a biblical perspective, this course focuses on all aspects of starting a business: one's motivation and objectives, beginning new ventures, and obtaining initial financing. Practical issues will include: where to get ideas, how ventures are begun, what resources you need for start-ups, how to evaluate proposals, and anticipating legal and tax implications. Students will develop a personal business plan at the end of the course.

**BUS4733 Human Resource Management** (3 Credit Hours)

Emphasises the strategic importance of human resource practices to successful achievement of organisational goals. Contemporary practices in staffing, training, organizational development, compensation, and employee relations are examined in light of the latest theory and research, and critically dealt with through the lens of biblical truth.

**BUS3733 Business Communication** (3 Credit Hours)

This course deals with the glue of business management. Communication strategies and workplace communication will be dealt with specifically, including topics such as: oral, written, digital, and mass communication in the workplace. Students will also be given an opportunity to develop their own communication skills through workshops.

**BUS3333 Business Information Systems** (3 Credit Hours)

A study of business information systems and their role in the organisation. Topics include systems analysis and design, the fundamentals of the use of computer technology, controls over computer-based systems, and selected applications.

**BUS3523 NGO Management** (3 Credit Hours)

With the increasing introduction of NGO's within the African context, proper management of NGO's and non-profits becomes an increasing need. This course will look at the aspects of managing NGO's, including: volunteerism, tax-exempt status, and non-profit strategies. This course will also evaluate the roles of NGO's within a biblical context.

**BUS4512 Business Law I** (2 Credit Hours)



This course is an introductory course in the applied principles of business law, based on studies of contracts, negotiable instruments, agency, sales.

### **BUS4522 Business Law II** (2 Credit Hours)

A continuation of the previous course that will look at business law topics including: bailment, and the transfer of real and personal property by individuals, partnerships and corporations.

### **BUS4613 Business as Missions** (3 Credit Hours)

The role of missions in labour can only be understood when we understand who we are created to be. This course will emphasise what man's ultimate purpose is and how business and labour fit into that purpose through case studies and lecture time.

### **BUS4622 Strategic Management I** (2 Credit Hours)

This course concentrates on integration of the business disciplines through lectures and cases in business from diverse industries. Strategic issues faced by organisations are comprehensively analysed including their ethical dimensions.

### **BUS4632 Strategic Management II** (2 Credit Hours)

A continuation of the previous course, this course continues to analyse business disciplines through lectures and cases in business from diverse industries. Strategic issues faced by organisations are comprehensively through a biblical worldview.

### **BUS4838 Senior Project and Thesis** (8 Credit Hours)

An independent study required of all students majoring in business. The student will explore and analyse a topic related to the student's area of interest in business in the light of a Christian worldview in the African context. The study will result in a written thesis.

### **ECO2222 Intro to Economics** (2 Credit Hours)

Introduces the student to the study of economics by looking at economic effect of the overall market and its effects on the consumer. Topics include: inflation, unemployment, growth, poverty, and their effects on the individual. This course will also lay

the foundations of understanding economic systems from a biblical worldview.

### **ECO2232 Economics I** (2 Credit Hours)

Will dig deeper into the role and effects of microeconomic systems. Dealing with topics such as: human motivation, supply and demand, pricing, and market outcomes. This course will look also look closely at the human condition to discover how man's sin nature effects the world of economics.

### **ECO3212 Economics II** (2 Credit Hours)

A deeper look at macroeconomics and its effect on the world. This course will look closely at the topics found in ECO 2201, but also deal with government policies, interest rates, the role of households, businesses and government. A biblical view on the role of government and national policies will be infused throughout the course.

### **FIN3322 Business Finance I** (2 Credit Hours)

A survey of the field of financial management including the financial marketplace, performance evaluation, determinants of securities valuation, risk and return analysis, capital investment decisions, and cost of capital.

### **FIN3332 Business Finance II** (2 Credit Hours)

This course is the second in a survey of the field of financial management. Broad topic areas include capital structure and dividend policy, working capital management and financial forecasting, and advanced topics in financial management.

## **Education Degree**

### **EDU2313 Foundation of Education** (3 Credit Hours)

This course provides an introduction to the world of education. It looks into the field of education and its purposes based on a Christian worldview and framework. It will deal with the purpose, reasons, and worldviews behind the philosophies of education, showing the need for education to be a crucial source of teaching Truth to the next generation.

### **EDU2323 The Education Profession** (3 Credit Hours)

Education Degree Programme			
1 <sup>ST</sup> QUARTER	2 <sup>ND</sup> QUARTER	3 <sup>RD</sup> QUARTER	Credit Hours
<b>Year 1</b>	<b>Core Curriculum Credit Hours</b>		33
<b>Year 2</b>	<b>Core Curriculum Credit Hours</b>		22
<b>Year 2 - Remaining Major (Non-Core) Credit Hours</b>			
Foundations of Education (3)	The Education Profession (3)	Child Development (3)	9
12	9	10	31
Additional Core Curriculum Courses (to be taken in years 3-4): God, Marriage & Family (2); Vocational Evangelism (2); Christian Leadership (2)			6
<b>Year 3</b>			
Fundamentals of Speech (3)	Educator as Prophet, Priest & King (2)	Methods of Teaching (3)	
Technology in the Classroom (2)	Phonics and the Reading Process (3)	Teaching Exceptional Students (2)	
Learning Differences (2)		Problems in Education (2)	
Elective / Core (3-5)	Elective / Core (5-7)	Elective / Core (2-4)	
10-12	10-12	10-12	30-36
<b>Year 4</b>			
Educational Psychology (3)	Student Teaching and Seminar (12)	Senior Project and Thesis (8)	
		Commun., Collabor. & Inclusion (2)	
Elective / Core (8)		Faith and Learning Alignment (2)	
11	12	12	35
Total Core Curriculum Credit Hours (Years 1-4)			61
Total Major Curriculum Credit Hours (Years 1-4)			68-74
Total Credit Hours			129-135

This course builds upon the philosophical foundations laid out in EDU2301 in the profession of an educator. This course deals specifically with what it means to be an educator, and the roles of the educator. It also introduces topics such as: teaching methods, child development, and fundamentals of learning.

### **EDU2333 *Child Development*** (3 Credit Hours)

An examination of how children develop holistically as individuals, this course will emphasize the psychological, physical, learning, and emotional development of the child. This course is designed to teach instructors on their role in the development of a child.

### **EDU3313 *Fundamentals of Speech*** (3 Credit Hours)

This course equips the educator to understand the foundations of speech in the development of a child. It deals with specific topics such as: speech development, fluency, impaired speaking, and proper pronunciation.

### **EDU3212 *Technology in the Classroom*** (2 Credit Hours)

It is important for the classroom and the educator to stay up-to-date with the ever-advancing world of technology. This course is designed to examine new technological advances in the classroom, including the use of PowerPoint, Prezi, smartboards, and several forms of class organisation software.

### **EDU3412 *Learning Differences*** (2 Credit Hours)

Taking a deeper look into the psychological and developmental aspects of the learner from a biblical perspective, this course will emphasise many differences found between learners. The course will deal with topics such as: learning styles, strategies in teaching delivery, and exceptional students.

### **EDU3222 *Educator as Prophet, Priest, and King*** (2 Credit Hours)

Emphasising the specific roles of the teacher in the life of the student through a biblical framework. This course expounds on the purpose of the educator as a redemptive agent within the classroom

environment, as a teacher of Truth, a reflection of Truth, and an authority of Truth.

**EDU4312 Classroom Management** (2 Credit Hours)

Emphasises the need for an environment and community that focuses on learning the truths of creation. Students will learn how to organise and manage their classroom in a way that is conducive to the learner and their needs. Topics include: problem solving for behavioural issues, class rules, scheduling, and community building.

**EDU3532 Teaching in a Diverse World** (2 Credit Hours)

A course that provides a look into categories of student diversity, through the lens of a Christian worldview. The course emphasises a biblically informed understanding of differences and how the educator may navigate a culturally diverse community within the classroom.

**EDU3522 History of Educational Development** (2 Credit Hours)

A course designed to provide an overview of the development of educational theory and practice throughout history. Students will critically analyze educational development; specifically its role and significance in the African context.

**EDU3232 Problems in Education** (2 Credit Hours)

Approaches a variety of issues within education through the use of case studies and debates. Students will think critically about topics such as: the place of religion in education, the role of government, student-teacher relations, and career-based educational philosophies.

**EDU3422 Children's Literature** (2 Credit Hours)

A course designed to explore the resources available in children's literature. Students will identify the characteristics of specific literature genres and their benefits in the classroom. Students will also learn to evaluate the quality of children's literature in order to choose the best for their own classroom.

**EDU3612 Teaching Reading and Language Arts** (2 Credit Hours)

A course that looks at specific strategies in teaching reading and language arts. This course will include instruction strategies involving reading, writing, speaking, listening, viewing, and visual aids.

**EDU3722 Health and Movement Education** (2 Credit Hours)

This course emphasises the role of motor-skills within the development of the child. Strategies involving movement education and the development of fine motor skills will be introduced in practical contexts.

**EDU3832 Mathematics in the Classroom** (2 Credit Hours)

This course introduces the instruction of mathematics in the early grades. Topics include: goals, methods, materials, assessment, and strategies in the instruction of mathematics.

**EDU3432 Teaching Exceptional Students** (2 Credit Hours)

A course designed to introduce the characteristics and strategies of educating exceptional students in light of the emphasis that all are created in the image of God. Topics include etiology, identification of needs, assessment and provision of students with physical, emotional, and learning disabilities.

**EDU3622 Art and Music in the Classroom** (2 Credit Hours)

The fine arts are often neglected in the classroom, yet they provide one of the greatest tools of development for the learner. In this class, the student will develop the use of music as an instructional method, as well as strategies for teaching and utilising art and music in the classroom.

**EDU3333 Methods of Teaching** (3 Credit Hours)

This course provides a broad survey of teaching methods within the field of education. The course introduces topics such as: lecture, discussion, group work, and assignments. Students will be challenged to think critically in regards to the use of these methods within different contexts.

**EDU3323 Phonics and the Reading Process** (3 Credit Hours)

This course is designed to prepare the educator to be the instructor of reading in the classroom. It will

look at strategies to strengthen reading efficiency, including phonics and classroom strategies. Students will engage in the use of these strategies through individual research.

### **EDU3412 *Diagnostics and Intervention in Reading*** (3 Credit Hours)

Equipping the educator with the skills to diagnose, evaluate and encourage students with reading disabilities. Further expounds on the topics in EDU3311 by showing applications to specific real-life contexts.

### **EDU4413 *Educational Psychology*** (3 Credit Hours)

This course identifies ways in which people learn, and examines the aspects of learning. Students will be challenged to critically evaluate many psychological learning theories through a biblical lens to identify those that are of use to the educator.

### **EDU4613 *Teaching the Sciences*** (3 Credit Hours)

This course introduces instructional methods, materials, assessment and evaluation in teaching the sciences in the early grade classroom. Students will evaluate many hands-on approaches to the instruction of the sciences.

### **EDU4912 *Student Teaching and Seminar*** (12 Credit Hours)

Students will spend their second to last term in a classroom placement, working alongside a full time instructor in order to gain experience before entering the world of education. Students will be required to journal their experience and have regular meetings with their advisor.

### **EDU4232 *Communication, Collaboration and Inclusion*** (2 Credit Hours)

This course emphasises the importance of communication skills in the classroom between the student and teacher, as well as the student and classmate, by understanding God's communication to us. It includes strategies for better communication, as well as collaboration and inclusion of students in the classroom, by evaluating successes during student teaching.

### **EDU4332 *Faith and Learning Alignment*** (2 Credit Hours)

The final course of the Education programme, students will synthesise their faith and the knowledge they have acquired in this final term course. Students will critically evaluate their time as a student teacher with a final look at how their faith and profession unite.

### **EDU4838 *Senior Project and Thesis*** (8 Credit Hours)

An independent study required of all students majoring in education. The student will explore and analyse a topic related to the student's area of interest in education in the light of a Christian worldview in the African context. The study will result in a written thesis.

## **Theology Degree**

### **THEO1213 *Old Testament Survey*** (3 credits hours)

This course will survey the Old Testament books of the biblical canon in order to better acquaint students with the nature and themes of the inspired text. Topics for study will include authorship, date of writing, historical context, purpose, and governing motifs. Through a greater familiarity with the background of the texts of Scripture, students will be equipped to situate a given passage within its revelatory setting and thus handle the Bible with greater fidelity.

### **THEO1223 *New Testament Survey*** (3 credits hours)

This course will survey the New Testament books of the biblical canon in order to better acquaint students with the nature and themes of the inspired text. Topics for study will include authorship, date of writing, historical context, purpose, and governing motifs. Through a greater familiarity with the background of the texts of Scripture, students will be equipped to situate a given passage within its revelatory setting and thus handle the Bible with greater fidelity.

### **THEO2323 *New Testament Biblical Theology*** (3 credit hours)

This course seeks to canvass the major events and motifs of the New Testament revelation, showing how key doctrines are unfolded in the gospels and the epistles. This introduction will cover the scope, content and structure of New Testament theology.

Theology Degree Programme			
1ST QUARTER	2ND QUARTER	3RD QUARTER	Credit Hours
Year 1		Core Curriculum Credit Hours	33
Year 2		Core Curriculum Credit Hours	22
Year 2 - Remaining Major (Non-Core) Credit Hours			
Elective / Core (2)	Biblical Theology I (3)	Biblical Theology II (3)	8
11	9	10	30
Additional Core Curriculum Courses (to be taken in years 3-4): God, Marriage & Family (2); Vocational Evangelism (2); Christian Leadership (2)			6
Year 3			
Systematic Theology I (3)	Systematic Theology II (3)	Systematic Theology III (3)	
Church History I (3)	Church History II (3)	The History of Christianity in Africa (3)	
Greek or Hebrew (2)	Greek or Hebrew (2)	Greek or Hebrew (2)	
Intro to Hermeneutics (3)	Elective / Core (3)	Elective / Core (2)	
11	11	10	32
Year 4			
Apologetics (2)	World Missions (2)	Christian Leadership (2)	
Introduction to Biblical Counseling (3)	World Religion (3)	Internship II (3)	
Rhetoric for Teaching and Preaching (3)	Internship I (3)	Vocational Evangelism (2)	
Baptist History (2)	Elective / Core (2)	Senior Project and Thesis (5)	
11	11	12	33
Total Credit Hours			128

### **THEO2333 Old Testament Biblical Theology** (3 credit hours)

This course seeks to canvass the major events and motifs of the Old Testament revelation including such topics as creation, fall, redemption, consummation, biblical introduction, and covenants. This introduction will cover the scope, content and structure of Old Testament theology.

### **THEO3312 / 3322 / 3332 Hebrew Grammar I / II / III** (2 credits hours each)

An elementary introduction to the Hebrew language leading to proficiency in reading and translating the Hebrew Scriptures.

### **THEO3412 / 3422 / 3432 Beginning Greek I / II / III** (2 credits hours each)

This course is a study of elementary grammar, syntax, and vocabulary intended to take the desirous and diligent student from no knowledge of Koine Greek in 3 semesters to reading the New Testament in its original language with minimal aid.

### **THEO3213 The History of Missions in Africa** (2 credit hours)

The History of Missions in Africa is an interdisciplinary course (History/Theology) focusing on God's providence as it relates to the movement of the gospel across the African continent. Special attention will be given to the successes and failures of various missionary efforts, as well as the influence of the cultures, theologies, and attitudes that fueled those missions. Students will trace the influence of colonialism, Darwinian evolution, racism, and trade routes, as they shaped the landscape of missions throughout history.

### **THEO3215 Spirituality: Prayer** (2 credit hours)

Prayer is absolutely vital for the Christian life. This course is an introductory exploration of what the Scriptures have to say about the nature of prayer and its practice. The main goal of the course is to deepen the student's commitment to a life of prayer, both personal and corporate.

### **THEO3113 Church History I** (3 credit hours)

This course introduces major developments and themes in church history from the apostolic fathers to the Reformation, including the struggles to define orthodoxy, the church's relationship to the state, and

theology's relationship to philosophy. The course also examines the missionary enterprise of converting Europe and early Catholic missions to the Americas, Africa, and Asia, and the shift of Christian cultural identity from Roman to European with the fusing of Classical and Germanic worldview. Students will examine the nature and influence of monastic movements, the rise of the papacy, and the characteristics of medieval piety. The increasingly independent identities of the Eastern and Western church and the Church's responses to Islam will also be discussed.

**THEO3313 *Introduction to Hermeneutics***  
(3 credit hours)

This course is designed to help students to interpret and apply the biblical text in a responsible and informed manner. This involves understanding of methods, skills, research tools, important concepts, and values necessary for interpretation and application. A brief survey of biblical interpretation and the presuppositions behind different forms of biblical interpretation will also be considered.

**THEO3311 *The Islamic Invasion of Africa*** (3 credit hours)

The Islamic Invasion of Africa is a course designed to give students a basic understanding of the history and theology of the Islamic religion, while tracing its progress towards hegemonic dominance in North Africa, and its spread throughout the continent. Special consideration will be given to Islam's contributions to African culture, its participation in, and domination of, the transcontinental slave trade, the establishment of Islamic Republics, and the current crisis of Islamic terrorism in Africa. Students will also examine the complex relationship between their non-violent Muslim neighbors and those more fanatical elements as it relates to the use of Qu'ran and Hadith to justify both approaches to the religion.

**THEO3333 *The History of Christianity in Africa*** (3 credit hours)

The History of Christianity in Africa is a course designed to give students a broad-strokes view of the providence of God as it relates to the evangelization of the African continent, from Augustin and the Early Church Fathers and the early African missions, to modern influences like Liberation Theology, Apartheid, Pentecostalism, and other contemporary, indigenous movements.

**THEO3323 *Church History II*** (3 credit hours)

This course examines the history of the church from the Reformation to the present. It introduces the causes, nature, and effects of the Reformation and the varied understandings of the place of Scriptural exegesis in theology and the church. Students will be introduced to key reformers, consider their distinctives, and analyze variations in the emergence of Protestantism. Additionally the course will focus on the Protestant missions movement, the Awakenings, the rise of evangelicalism, and the massive global expansion of Christianity in the modern era.

**THEO3413 *Systematic Theology I: Theology Proper*** (3 credits hours)

This course continues the study of Systematic Theology by focusing on the doctrine of God. Topics covered include the existence and attributes of God, his knowability, his role in creation and providence, and the doctrine of the Trinity.

**THEO3423 *Systematic Theology II: Anthropology and Angelology*** (3 credits hours)

This course continues the study of Systematic Theology by focusing on the doctrine of man and the doctrine of angels and demons. Topics covered include the Bible's teaching regarding angels and demons, Satan, the image of God in man, and the role of men and women in God's design.

**THEO3533 *Systematic Theology III: Soteriology & Eschatology*** (3 credits hours)

This course continues the study of Systematic Theology by focusing on the doctrine of salvation. Topics covered include the election, the atonement, calling, regeneration, conversion, justification, adoption, baptism of the Spirit, sanctification, perseverance, glorification, and union with Christ. Additionally, it focuses on the doctrine of the last things. Topics covered include individual eschatology, the intermediate state, final judgment, heaven and hell, as well as the interpretive questions regarding the end times on which the Christians differ.

**THEO4212 *Money and Mission in Africa*** (2 credit hours)

Money and Mission in Africa is an interdisciplinary course (Theology/Economics) designed to give students a basic understanding of the economics of missions as it relates to funding both projects and people for the work of the gospel. From the

traditional, historic mission funding efforts of men like David Livingstone, to contemporary approaches like micro-business, students will evaluate various approaches from a biblical, theological, and sociological perspective. Special attention will also be given to the interplay between mission movements and NGOs, and the relationship between the mission of the church (the advance of the gospel among the unreached), and humanitarian/development goals shared by Christians and non-Christians alike.

### **THEO4223 *World Missions*** (3 credit hours)

This course introduces basic missionary issues, including the Biblical basis of missions, Mission history, and Missions and the local church. It also covers various contemporary issues, including contextualization and cross-cultural communication, tent-making, raising support, security issues in "closed countries" and the challenge of the 10/40 Window.

### **THEO4412 *Traditional African Religions*** (2 credit hours)

Traditional African Religions is a course designed to introduce students to the various indigenous religious expressions throughout Africa, how they developed, what they believe and teach, how they shape African culture, and how they impact the advance of the gospel on the African continent. Students will also examine the conflict between traditional African relations and Christianity, and how those conflicts affect Christians seeking to develop a full-orbed biblical worldview while existing within an African religious context. The class will also examine the influence of African religion on the development of Christianity on the African continent.

### **THEO4312 *Apologetics*** (2 credit hours)

An introduction to the field of Christian apologetics. A Christian theo-philosophical foundation will be presented first, from which a proper and cogent defence of the Christian faith may then be established. A biblical apologetic will be articulated. The course is designed to provide the student with a foundational and general understanding of Christian apologetics, in the Reformed tradition, for the purpose of constructing a personal and biblical apologetic.

### **THEO4432 *Christian Leadership*** (2 credit hours)

An analysis of the qualities and practices of the effective Christian leader based on principles in Scripture and related literature, with attention to

devising a personal philosophy of spiritual leadership.

### **THEO4513 *Africa and the Cults*** (3 credit hours)

Africa and the Cults is a course designed to give students a basic understanding of the theological landscape of Africa in general, and Zambia in particular, as it relates to the theological landscape in terms of cults. From traditional cults like Mormons and Jehovah's Witnesses, to the influence of contemporary cultic teachers like T.B. Joshua, this course will help students identify the marks of a cult, and equip them with tools to engage and interact with cultic theology.

### **THEO4613 *Rhetoric for Teaching and Preaching*** (3 credit hours)

Rhetoric for Teaching and Preaching is a course designed to equip students to communicate effectively, efficiently, and persuasively in any context. The course will examine the traditional rhetoric of Aristotle, the great rhetoricians of history, and contemporary developments in rhetoric. Students will also learn to evaluate and critique rhetoric, and make presentations. This is a hands-on course designed to help students develop both confidence, and competence as persuasive speakers.

### **THEO4413 *Introduction to Biblical Counselling*** (3 credit hours)

Introduction to Biblical Counselling is a course designed to prepare students to apply biblical truth to everyday issues. Whether raising their own children, interacting with fellow students, or responding to people seeking advice or counsel, students will learn to rely on the sufficiency of Scripture as a guide for godly living, and a source of healing and help for the hurting and needy. Special attention will be given to the application of biblical teaching in response to those suffering with guilt, grief, depression, anxiety, addiction, anger, impulsiveness, and many other conditions common to the human experience.

### **THEO4313 *Baptist History*** (3 credit hours)

A study of the history of the Baptists, especially focusing on the English Calvinistic Baptists from the early seventeenth century to the late nineteenth century, and then, to provide the student with an awareness of the Baptist distinctives, convictions and spirituality of some of his or her Baptist forebears.

### **THEO4423 & THEO4533 *Internship I & II*** (3 credit hours)

This multi-disciplinary, two-term course is designed to help fourth-year students apply what they have learned in a hands-on environment under the supervision of professionals in the field. The course will consist of reading and writing assignments, supervised work in a desired field, and evaluation by the supervisor, the student, and the professor.

### **THEO4232 *Vocational Evangelism*** (2 credit hours)

This multi-disciplinary course is designed to introduce fourth-year students to the nature, definition, importance, and content of evangelism in general, and evangelism in and through the workplace in particular. The course will draw from best practices in both theology, business, law and politics in an effort to familiarize students with both the opportunities for, and challenges of evangelism in the workplace. Students will learn the basics of evangelism and apologetics and have hands-on opportunities to engage in both.

### **THEO4835 *Senior Project & Thesis*** (5 credit hours)

The Senior Project/Thesis is the culmination of the ACU experience. Students will choose a topic within their field of study and be guided step-by-step through the process of writing a 20-30 page thesis paper based on research in primary sources. Students will work together with peers and supervisors to craft research questions and work through multiple drafts of their thesis. Students will locate, analyze and synthesize primary sources and integrate findings with relevant secondary sources in an effort to produce a work worthy of publication in reputable scholarly journals.

### **RELI4323 *World Religions*** (3 credit hours)

This course is an introduction to the history, development, and beliefs of ancient and contemporary major religions including the influence of Eastern religions in the 20th and 21st centuries as well as contemporary resurgence of spirituality. Students will examine the localized religions of the Ancient Near East as well as the development of the major world religions of Hinduism and Buddhism. Special attention will be paid to the development of these religions alongside progress of ancient civilization and the unfolding biblical narrative. The course also focuses on the history, development, and beliefs of Islam. Special attention

is paid to the historical development of Islamic sects as well as the development of the church's response to Islam.

## **All ACU Students**

### **Student Labour Programme**

Students gain hands-on instruction and practice in a variety of work-related activities. In addition to emphasising the biblical understanding of the dignity of work, students gain practical experience, are challenged toward excellence in all things, experience the benefit of benevolent servanthood, and develop a variety of life skills. This is fundamental to the overall purpose of ACU in making servants for the highest levels in benevolent, kingdom service in any field or discipline.

### **Supra-curriculum**

In addition to the core-curriculum, ACU includes the following 50 minute extracurricular offerings:

#### **Choir**

All students participate in an introduction to music programme out of which the most musically talented constitute the choir. This may evolve into promotional/ministry ensemble which will travel with ACU representatives to churches and conferences.

#### **Chapel**

Chapel is held once a week, giving opportunity for the development of a Christian ethos. Pastors, as well as faculty, will be invited to speak.

#### **Disputatio**

This is a session allowing for a variety of interesting events, such as scholarly discussions and debates between students and faculty members; special presentations on topics of cultural, social, political, or theological relevance; apologetic sessions; question and answer sessions; guest presentations; etc.

#### **Mentoring/Advisee Groups**

The Mentoring Groups are small student groups paired with a faculty "advisor." This is an opportunity for students and faculty to know one another on a more personal, intimate level. It is an opportunity for students (or faculty) to ask questions which likely would not be addressed otherwise. The Advisee time is an open hour when each faculty member is available for any student question or discussion or tutoring session. It will be optional for students.



## Ministry Opportunities

As image-bearers of our Creator, each Christian should glorify God in utilising their abilities to work, to serve and to create for the benefit of others. Opportunities to serve others in encouraging their faith or meeting their needs through benevolent acts will be pursued for the benefit of others and for the glory of God as the love of Christ is demonstrated through action.

## Library Resources

ACU's library contains approximately 6,000 volumes. Students may obtain the "Library Handbook" at the library to familiarise themselves with the policies and procedures for use of the library facility and resources.

## Credit and Grading System for the Bachelors Programme

Highest	Lowest	Letter	GPA
100%	97%	A+	4.00
96.99%	93.00%	A	4.00
92.99%	90.00%	A-	3.67
89.99%	87.00%	B+	3.33
86.99%	83.00%	B	3.00
82.99%	80.00%	B-	2.67
79.99%	77.00%	C+	2.33
76.99%	73.00%	C	2.00
72.99%	70.00%	C-	1.67
69.99%	67.00%	D+	1.33
66.99%	63.00%	D	1.00
62.99%	60.00%	D-	0.67
59.99%	0.00%	F	0.00

## Calculating Grade Point Average (GPA)

$GPA = \text{total grade points} / \text{total attempted units}$

To calculate the grade point average (GPA) multiply the credit hour value of each course by the point value of the grade. For example, a three credit hour course in which you earn a B (3 points) is worth 9 credit points. Second, add up the credit points you have earned in all your courses. Finally, divide the total credit points by the number of credit hours you have attempted for a letter grade.

**Simple GPA-** Each letter graded course carries grade point value computed as: the total credit hours earned in the course times the point value of the letter grades earned. For example: a student

earning an A (point value of 4) in a 3 credit hour course would earn 12 grade points for the course.

**Term GPA -** The term grade point average (GPA) is the sum of all grade points earned in a term divided by all credit hours attempted for letter grade. Grade points are calculated by multiplying the number of credit hours assigned to a course by the value of the grade earned in that course.

**Cumulative GPA -** The average of all grades earned by a student is termed the cumulative grade point average. It is used for determining probation and suspension. The cumulative grade point average is defined as the sum of all grade points earned divided by all credit hours attempted for letter grade.

## Participation in Graduation Exercises

Students who have completed all of the requirements for graduation will be eligible to participate in the graduation exercises.

## Standards of Conduct

It is the goal of ACU to encourage each student to develop the highest and most worthy standards of conduct in their personal and communal lives. The development of moral character is as important a part of higher education as is the development of the mind; indeed without it, the development of the mind is at best useless, and at worst harmful to the student and to those around him. For this reason, the following standards will be applied to all developing students at ACU.

**Alcohol** Self-control and serious reflection are required to pursue excellence in education. Therefore the use, sale, or supply of alcohol on campus is strictly prohibited, nor are students to exhibit any discernible signs of alcohol use during class attendance. Instead, students are encouraged to assess the potential dangers to themselves and others of alcohol use, and to cultivate the equanimity and self-possession necessary for an educated and virtuous mind.

**Civil Codes** No one can be considered well-educated who is not prepared to be a useful and functioning member of his society. Therefore, it is expected that no student will disobey local or federal laws. Students violating any civil law may be referred to the authorities for prosecution, and may also be subject to disciplinary action by ACU. Instead, students are encouraged to consider their role in the community, and to function responsibly within the framework of the governing structures, for the betterment of those around them.

Please mark that in Zambia, the creation, distribution, or viewing of pornographic images or text via any printed or electronic media is illegal.

Smoking in any public place such as the university campus is illegal, as is the use or sale of recreational drugs such as marijuana. These activities are therefore strictly prohibited by ACU.

**Racism and Sexual Harassment** Although there exists a great diversity of cultural, linguistic, and ethnic identities, and though there are differences between the sexes, all human beings have been created equally in the image of God and bear the stamp of that image. Therefore, ACU will not allow any form of sexual or racial prejudice or harassment, nor any such behaviour that has the effect of creating an intimidating, hostile, or offensive classroom and study environment. Instead, students are encouraged to reflect upon how all persons should be viewed equitably and treated with dignity, and to acquire the habit of promoting and supporting the distinctive qualities of each individual.

**Male/Female Relationships** A student's purpose in being on the ACU campus should be driven by holistic personal development in a communal setting. On-campus displays of relationships with members of the opposite sex should be platonic, restrained, and conducive to the development of mind and character. Sexual immorality, adultery, homosexual practice, and all other sexual relations outside the bounds of marriage between a man and woman are inconsistent with the virtuous attributes desired for students by the university.

**Weapons** It is highly desirable to have a learning environment characterized by open communication without the threat of intimidation or violent opposition. Therefore, students are prohibited from the possession of any firearms, knives, or other types of weapons while on campus. Instead, students should appraise their own commitment to peaceful and helpful relationships with others, and broaden the scope of their active participation in peace-making.

**Plagiarism** A commitment to truth, creativity, and the hard work of honest discovery and expression is essential for education. Plagiarizing is antithetical to the development of every one of these qualities, and is therefore strictly prohibited. Instead, students are encouraged to give consideration to the connection between learning and original thought, and to diligently pursue re-creating into their own thinking the new ideas and truths being explicated in the classroom.

The most common examples include failure to use quotation marks when quoting, failure to make a thorough paraphrase when attempting to put someone else's idea into one's own words, and failure to give credit to the source of the information. If a student is unsure whether or not an example of his writing is acceptable, he should ask his instructor for help in learning how to identify and avoid plagiarism.

**Personal Appearance** Students are expected to value the education process, and to honour both the instructor and the opportunity being given to them. To reflect the importance and gravity of such an endeavour, a smart casual dress style has been adopted for all classes. Students should wear slacks or skirts, except when participating in a student labor project. Tidiness, cleanliness, and modesty are expected.

Students should reflect upon the honour of higher education and what this means as it pertains to their relationship with African Christian University. Attendance at ACU is a privilege, not a right, and students are expected to conduct themselves accordingly, with respect for authority and without a sense of entitlement. A student who has a question or a disagreement with the university's policies or actions is encouraged to courteously voice their concerns with the administration, which will listen carefully and give thoughtful responses. It is to be understood, however, that the university will set policies in accordance with a commitment to its Vision and Mission (please see page 1), and students will honour that commitment even if they do not share it.

ACU encourages developing students to be aware of political events, and to make every reasonable and lawful effort to support and uphold just and virtuous legislation, and to change unjust laws. However, political protests or demonstrations on campus that are disruptive of the education process will not be tolerated, and will be subject to discipline. The orderly assembling of students for political or other purposes may be undertaken, but only with the prior, written approval of the Dean of Students.

In addition to what is delineated above, students should give careful attention to the fact that whether on or off campus, their behaviour is reflective of ACU, and they are expected to distinguish themselves accordingly and to represent the whole-person excellence for which ACU strives.

The administration of ACU reserves the right both to interpret the student standards of conduct, and to respond to any violations of it with whatever

disciplinary action is deemed appropriate, up to and including dismissal from the university.