



Ashesi  
University College



If there is anything you can do  
or dream you can, begin it.  
Boldness has **genius**, power and **magic** in it.  
Begin it now.

Johann Wolfgang Goethe

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*“Since founding Ashesi University in 2002, we have worked to empower young Africans with the skills, motivation and the character to create a better future for Africa. It shows.”*



## A Message from Our President

**Patrick G. Awuah Jr.**

Welcome to Ashesi University, an institution focused on the singular task of contributing to an African Renaissance by educating a new generation of ethical and entrepreneurial leaders in Africa.

At Ashesi, we believe that innovation requires not only imagination, but courage as well. Above all, we believe that Africa’s future will depend on a new generation of leaders who not only excel intellectually, but also possess integrity, compassion and a sense of purpose. So it is, that since founding Ashesi University in 2002, we have worked to empower young Africans with the skills, motivation and the character to create a better future for Africa. It shows.

Our innovative curriculum, designed in collaboration with faculty from some of the top universities in the United States, prepares our students to succeed in careers in Africa and around the world. Ashesi graduates are in high demand, resulting in an annual job and graduate school placement rate of over 95% within three months of graduation.

Our spectacular campus is an embodiment of our vision. Set on 100 stunning acres overlooking Ghana’s capital city of Accra, our campus unites traditional design with world class technology and environmental best practices — creating an inspiring setting for young Africans to live, collaborate and study together for many years to come.

As you read through this catalogue, I hope that you will gain a better sense of what Ashesi is all about. But words can only go so far. I encourage you to visit our campus, to speak with us, perhaps even sit in on a class to get a taste of academic life at Ashesi.

We are engaged on a wonderful journey here, and if after learning more about us, you find that Ashesi resonates with you, come join us.

Sincerely,

Patrick G. Awuah Jr.  
Founder and President, Ashesi University



### » Mission and Vision

Ashesi University College is a secular, private, non-profit liberal arts college located in Ghana, West Africa. Ashesi's mission is to educate a new generation of ethical and entrepreneurial leaders in Africa; to cultivate within our students the critical thinking skills, the concern for others and the courage it will take to transform their continent.

The university offers a four-year bachelors program grounded in a liberal arts core curriculum, featuring degrees in business administration, management information systems and computer science. With an academic program designed in collaboration with 24 professors from Swarthmore College, UC Berkeley and the University of Washington, Ashesi offers an educational experience unlike anything else available in West Africa today.

*Ashesi's campus unites traditional design, world class technology and environmental best practices — creating an inspiring base for young Africans from diverse backgrounds to live, collaborate and study together for generations to come.*

### » The Ashesi Education

Ashesi's major innovation is our curriculum, which is based on best practices from some of the top universities in the world but is designed to address needs in the African context. Our curriculum places a great emphasis on applied learning, ethics and entrepreneurship.

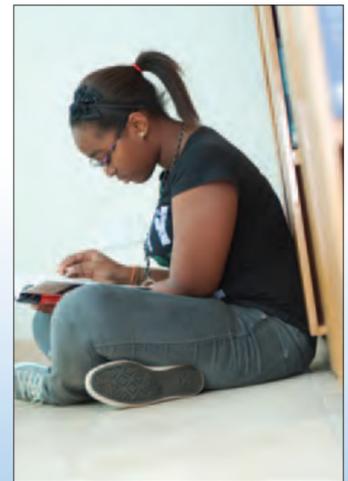
#### Key elements of the Ashesi education include:

- » A liberal arts core program that nurtures critical thinking and communications skills and encourages students to apply theory to practice through class projects and internships
- » A community service program that ensures students get involved in developing solutions to problems in their communities
- » A four-year leadership seminar series that asks students to engage with issues of ethics, the rule of law, wealth distribution and good governance in Africa
- » A student honour code which requires students to be responsible for their own ethical behaviour, and for reporting incidents of academic misconduct during examinations

» Internships at top companies in Ghana which allow students to learn about local career opportunities, resulting in a very high local employment rate after graduation

» Senior projects that encourage entrepreneurship among students by challenging them to create business plans, conduct meaningful research, or develop new products that will improve society

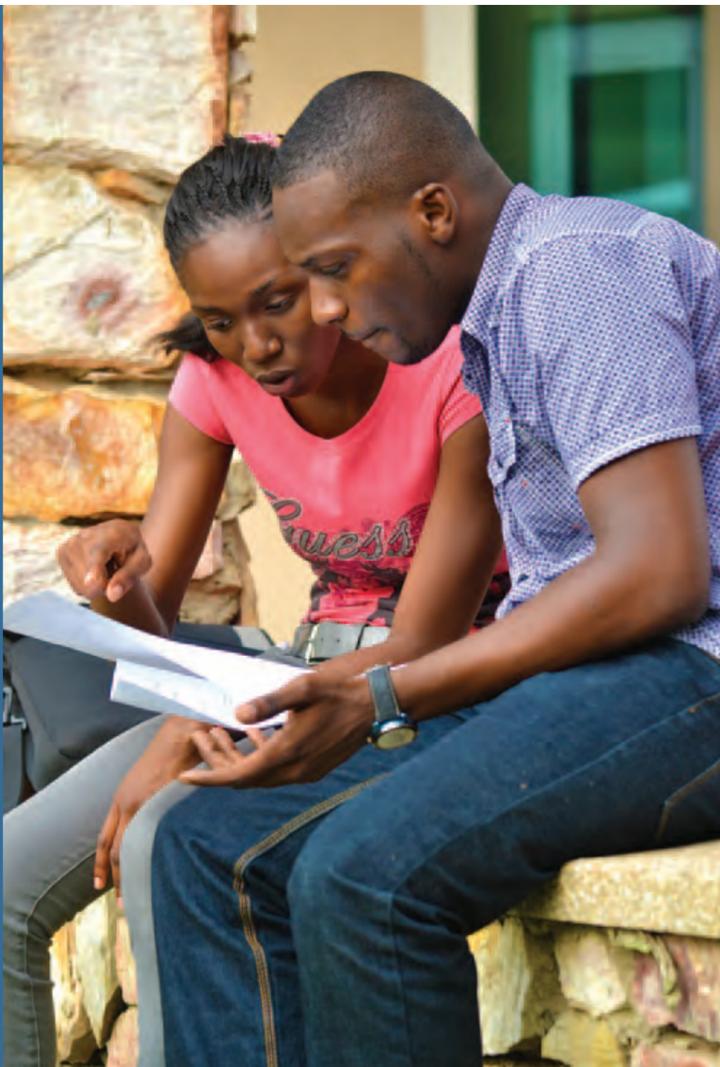
Ashesi University's academic program enables students not only to develop technical excellence in their professional fields, but also to gain a deep sense of civic responsibility to effect positive change, and a breadth of vision to navigate and lead toward that change.



## » Learning Goals

In 2010, Ashesi students, staff and faculty came together to establish seven learning goals that reflect the university's core values — scholarship, leadership and citizenship. The aim of having learning goals is to ensure that the institution's values are instilled in each of our graduates.

Faculty and administration track how the learning goals are taught across the entire four-year curriculum to ensure that each student is exposed to courses that engage each of the seven goals.



### 1 Ethics and Civic Engagement

- » An Ashesi student is an ethical, responsible and engaged member of his/her community
- » Demonstrates concern for others
- » Has the courage to take ethical action
- » Does the right thing when nobody is looking

### 2 Critical Thinking and Quantitative Reasoning

- » An Ashesi student is able to apply critical thinking and quantitative reasoning to approach complex problems
- » Demonstrates skills in data analysis and modeling
- » Analyses problems from multiple perspectives
- » Has awareness of a broad range of concepts and ideas that have personal, local and global significance

### 3 Communication

- » An Ashesi student is an excellent communicator in a variety of forms

### 4 Leadership and Teamwork

- » An Ashesi student is adept at leading and functioning in teams
- » Demonstrates confidence and humility
- » Has good interpersonal skills and engages fully with members of a team
- » Is organized and able to plan and follow through on complex projects

### 5 Innovation and Action

- » An Ashesi student takes intellectual risks and demonstrates an entrepreneurial spirit

### 6 Curiosity and Skill

- » An Ashesi student is inquisitive, confident, has a breadth of knowledge, and has attained a high level of mastery in his/her chosen field
- » Probes deeply and continuously in a chosen field
- » Keeps an open mind
- » Demonstrates awareness of global and multi-cultural issues
- » Shows confidence but never feels he/she knows it all

### 7 Technological Competence

- » An Ashesi student is an effective and flexible user of technology

## » Honour Code

In keeping with Ashesi's mission to educate a new generation of ethical leaders, the faculty and executives of Ashesi University in November 2007 approved a proposal to formally invite selected classes at Ashesi to adopt an Honour Code for examinations at the university.



The code was voted into force by students in January 2008. All incoming first-year and transfer students will receive extensive orientation about the code, after which the class will vote to officially join the Honour Code.

The adoption of the Examination Honour Code marked a significant step in the history of Ashesi University. The code is intended to build a high-trust community, to put students in charge of their ethical posture and the reputation of their alma mater, and by so doing, to take a significant step in Ashesi's mission to educate a new generation of ethical leaders in Africa.

## Examination Code of Conduct

The purpose of the Exam Code of Conduct is to create an ethical environment for examinations. Failure to abide by the Exam Code of Conduct can result in disciplinary action. During an examination, students:

- » Are not allowed to talk to each other, exchange verbal or non-verbal information or physical objects of any kind, or engage in any activity that could result in the unfair advantage for one or more students before, during, or after the quiz or exam, while they are in or out of the classroom.
- » Must leave all books and other aids in an inaccessible place (except for open-book quizzes or exams).
- » Must leave as much space as possible between themselves (as much as the room allows).
- » Should try to ensure that their line of sight does not cause others to suspect them of cheating.
- » Must leave mobile phones and other electronic communication devices switched off.



# Campus Life

The Ashesi community is full of excitement and adventure. Students at Ashesi are full of energy, and continue to create and define their own campus culture.



## Campus Life

Ashesi students have developed a vibrant campus life that reflects our values at many levels. For example, they have set up student organizations and clubs which are committed to giving back to society through community service. These community service projects include teaching entrepreneurial skills to students in primary and junior high schools, raising funds to build a library for a basic school and volunteering at various orphanages. Students have also organized seminars and workshops, where alumni and corporate executives have spoken. At Ashesi, students are given the chance to form lifetime bonds with peers as they work on group assignments and projects. This community spirit has enhanced frequent dialogues on ethics and in creating an honorable society. The result is that Ashesi students are the first community in the country to sign an honour code.

What makes Ashesi exceptional is the friendly relationship between faculty/staff and students. It is common to find students and faculty having lunch together, working on a research project together or see faculty listening attentively as students share their interests and talents in department seminars and speaker series. Through our mentoring programme, town hall meetings and community dinners, members of the community come together to discuss issues of common concern.

The student government, known as Ashesi Student Council (ASC), is a student committee which collaborates with the Office of Student & Community Affairs to enhance the student life experience. Each year the ASC organizes a week of activities designed to bring students together to celebrate the Ashesi Student Council and student life in general. A pleasantly wacky string of events, ASC week includes a flurry of activities organized by on-campus clubs.

To expand extracurricular activities on campus, the Ashesi Student Council in 2011 began Ashesi's first soccer league. A tournament that is entirely student run, the league is made up of six clubs, with games played every weekend.

## Health Services

The Ashesi Health Centre helps to ensure a healthy community by treating minor ailments, referring more serious illness to nearby hospitals, and engaging in public health education for the Ashesi Community.

Services provided by the health centre to students, faculty and staff members include:

- » Checking of vital health indicators: Body Mass Index, blood pressure, weight management
- » Nutrition and diet counseling
- » Fitness program (aerobics and group walks)
- » Periodic eye and dental screening (by reputable external facilities)

Our full-time nurse administrator also works with a group of trained student Peer Educators in effective peer counseling and education against HIV/AIDS and drug abuse. Though the services offered by the health center are at no extra cost to the Ashesi community, all students are required to obtain health insurance through a private health insurance provider or the National Health insurance scheme. International students are advised to purchase travel insurance before they come to Ghana.

## Campus Residence for Students

Ashesi University provides housing options to enhance its students' educational experiences. By increasing opportunities for teamwork and new friendships and serving as a microcosm of a well-ordered community, dormitory life is an important aspect of each student's personal growth.

To provide a positive living experience for Ashesi students, the university has 8 residence halls housing 300 students. The halls are managed by two staff Residence Coordinators with support from student Residential Assistants. The residence halls have janitorial services for all areas except student bedrooms; security guards, a security alarm system and rapid emergency response services.

**Meals on Campus »** On campus meals are available at a central cafeteria and the student lounge café. The cafeteria provides a variety of local and continental dishes, snacks and non-alcoholic beverages, and serves the community from 7:30 am to 9 pm. At the student lounge, students can get sandwiches, pastries, drinks and other menu items. An on-campus shop also offers beverages and snacks for students who need to grab something quick between classes.



Above: On campus residence halls.  
Right: An Ashesi Premier League game.



## Career Services

The Career Services Centre helps students and alumni make informed career choices and works with them to find rewarding careers. The centre organizes several programmes and events such as career fairs, internships, networking events, and a mentorship programme. It also offers group and individual sessions on résumé writing and interviewing skills.

Ashesi University recognizes that internships allow students to transfer their newly acquired skills from the classroom to the real work environment, where theory is put into practice and skills are further developed. A



Rebecca Inkumsah, Goldman Sachs Intern

*"Ashesi University throws many opportunities at its students. Many came my way, and I grabbed the opportunity for an internship at Goldman Sachs. I went in with all the skills and values I had learnt (leadership, integrity and self-confidence) and I was able to fit in their environment perfectly. I excelled so well, I have been invited back for a second 'Goldman Sachs Summer Programme.' I am so grateful to Ashesi University College for giving me these opportunities and skills. I know I would not have it better anywhere else."*

majority of students participate in internships during the summer vacation period. Students intern with top local and international institutions such as Databank Financial Services, Vodafone, Business Ghana, Fidelity Bank, PZ Cussons, Goldman Sachs, Google, Price Waterhouse-Coopers and General Electric, to name a few. Students have had valuable internship experiences in diverse areas including research, consulting, website development, programming, computer networking, accounting, finance and investment.

In addition to our internship program we have year-round events such as a mentorship programme and career fair that give students opportunities to learn from experienced professionals and executives. The annual career fair brings over 50 companies to campus from all sectors of industry.

To help students explore their career options, the centre provides career assessment and testing services. These assessments are usually followed up by one-on-one career coaching sessions to help students choose and plan their careers.

The Career Services Centre prides itself on providing valuable service, not only to our students, but to corporations worldwide.



## Academic Programmes

The Ashesi education challenges students not only to hone their critical thinking and communication skills, but also to apply theory to practice through class projects and internships.

**Core Curriculum** » Ashesi's core curriculum consists of an interdisciplinary liberal arts program that includes courses in the humanities, social sciences, and mathematics, as well as preparatory classes in business and computer science. A liberal arts education develops students' critical thinking and communication skills by teaching them to explore the connections between fields of knowledge, to separate relevant information from the irrelevant, to question assumptions, and to explore, analyze and debate alternative explanations to the many aspects of human existence.

**Service Learning** » At Ashesi, the liberal arts approach extends beyond the classroom through service learning. The service learning component is a requirement for graduation, and is another dimension of our commitment to nurturing well-rounded graduates who personify excellence in scholarship, leadership and citizenship. In particular, service learning helps students develop a sense of good citizenship by giving them an opportunity not only to become engaged with their surrounding community, but also to consider how they can make a positive impact in that community. The service learning component of the curriculum helps students develop a sense of mission. All students are required to do community service before graduation. Several Ashesi students have gone on to take leadership roles at innovative non-profit organizations after graduation because of their volunteer experience as students.

**Leadership Seminar Series** » The Leadership Seminar Series is a series of interdisciplinary seminars designed to promote self-awareness among Ashesi's students and to expose them to the ideas of great historical thinkers and contemporary leaders. Students are asked to think broadly and to explore how they might use the examples set by these leaders to achieve their goals in their future professional lives. The leadership seminar series draws upon experts in different fields of corporate, social and academic life. Students must complete the full series in order to graduate from Ashesi University College. The series consists of the following seminars:

- » Leadership Seminar I: What Makes a Good Leader?
- » Leadership Seminar II: Rights, Ethics and the Rule of Law
- » Leadership Seminar III: The Economic Organization of a Good Society
- » Leadership Seminar IV: Leadership as Service (Service Learning Seminar)

**Business Administration Program** » As technological advances and an increasingly global economy transform the way businesses operate, it is extremely important for any nation to train the men and women who will lead their economies through this change. Ashesi seeks to train such people for Ghana by providing a well-rounded business education that emphasizes the fundamentals of business and introduce students to the latest trends affecting the business world. While Ashesi's curriculum prepares business students to excel in locally owned businesses, Ashesi's management courses have been specifically designed to meet standards set by more sophisticated multinational companies. Ashesi's business graduates will be capable of starting entrepreneurial ventures or assuming managerial positions in multinational corporations operating in Africa.



In order for Ashesi's business graduates to excel in leading Ghanaian industry, they must not only understand the forces shaping today's marketplace, but they must also be life-long learners who can discern opportunities that derive from the needs of society, now and in the future. As such, Ashesi's business program depends heavily on the foundation set by the core curriculum, and has been designed to produce future leaders for Ghanaian—and African—industry.

**Management Information Systems Program** » In today's rapidly changing business world, a company's ability to compete depends on how quickly it can respond to change. Central to this ability is the successful use of information, and by extension, the appropriate deployment of information technology.

The Management Information Systems program at Ashesi University College seeks to train system analysts and managers who combine the knowledge of information technology with an understanding of business and organizational strategy. This interdisciplinary program trains managers who are uniquely prepared to enhance the competitiveness of enterprises in the new knowledge economy.

**Computer Science Program** » The computer science program enables graduates to take maximum advantage of the opportunities created by the information revolution. As advanced electronic networks render geographical location less important, Ashesi's computer science program is designed to produce graduates who can start entrepreneurial ventures in software engineering or assume positions in information technology departments of established firms operating in Ghana. Students learn the concepts and skills necessary for them to participate in the on-going global technological revolution, while continuing to work in Ghana. Students learn to design, install and manage information systems, and to develop customized software and electronic media solutions.

The computer science program focuses not only on teaching students the specifics of software design and programming, but also on creating leaders for the Ghanaian software industry—men and women who can lead teams and organizations into the information age. The computer science program is therefore tightly integrated with the core curriculum in much the same way as the business program.

» THE FOUR-YEAR CURRICULUM AT A GLANCE

Semester	Business Administration	Management Information Systems	Computer Science
<b>Year 1</b>			
<b>1</b> Aug–Dec	Text & Meaning Calculus or Pre-Calculus Written and Oral Communication Statistics	Text & Meaning Pre-calculus or Calculus Written and Oral Communication Statistics	Text & Meaning Pre-calculus or Calculus Written and Oral Communication Statistics
<b>2</b> Jan–May	Programming I Leadership Seminar 1* Social Theory Microeconomics Pre-calculus	Programming I Leadership Seminar 1* Social Theory Microeconomics Pre-calculus	Programming I Leadership Seminar 1* Social Theory Microeconomics Pre-calculus
<b>Year 2</b>			
<b>1</b> Aug–Dec	Macroeconomics Quantitative Methods Leadership Seminar 2* Design Financial Accounting	Macroeconomics Quantitative Methods Leadership Seminar 2* Programming 2 Financial Accounting	Macroeconomics Quantitative Methods Leadership Seminar 2* Programming 2 Financial Accounting or Finance for Non-Finance Mgrs
<b>2</b> Jan–May	Negotiation Leadership Seminar 3* Introduction to Finance Social Research Methods African Studies Elective	Negotiation Leadership Seminar 3* Introduction to Finance Social Research Methods Discrete Math or Data Structures	Negotiation Leadership Seminar 3* Data Structures & Algorithms Social Research Methods Discrete Math
<b>Year 3</b>			
<b>1</b> Aug–Dec	Organizational Behaviour Marketing Managerial Accounting Leadership Seminar 4	Design Marketing Managerial Accounting African Studies Elective	Design Computer Organization & Architecture Programming 3 African Studies Elective
<b>2</b> Jan–May	Business Elective Operations Management International Trade & Policy Investments	Database Management Operations Management Web Technologies Leadership Seminar 4	Database Management Human Computer Interaction Web Technologies Leadership Seminar 4
<b>Year 4</b>			
<b>1</b> Aug–Dec	Competitive Strategy Business Elective Corporate Finance Entrepreneurship 1 or Thesis 1 or Applied Project / Elective	Competitive Strategy Software Engineering Advanced Database Systems Entrepreneurship 1 or Thesis 1 or Applied Project / Elective	African Studies Elective Software Engineering Computer Science Elective Entrepreneurship 1 or Thesis 1 or Applied Project / Elective
<b>2</b> Jan–May	Business Law Business Elective African Studies Elective Entrepreneurship 2 or Thesis 2 or Applied Project / Elective	E-commerce Networks & Distributed Computing Systems Administration Entrepreneurship 2 or Thesis 2 or Applied Project / Elective	Computer Science Elective Networks & Distributed Computing Systems Administration Entrepreneurship 2 or Thesis 2 or Applied Project / Elective

\* 1/2 units

Exact course schedule may be subject to change.

**Academic Calendar** » Ashesi’s academic calendar is divided into two semesters. Students typically take four semester units per semester. A semester unit (typically 42 classroom contact hours and 14 discussion/lab contact hours) is defined as three (3) hours per week of classroom time and 1 or 1.5 hours of discussion/lab time per week over a period of 16 weeks.

» LIBERAL ARTS CORE COURSES

**Calculus**

Techniques of differentiation and integration with an emphasis on developing conceptual understanding of calculus concepts such as variable rates of change, tangents, limits, derivatives, accumulation, and area. A focus on problem solving and applications to a wide variety of real-world mathematical models.

**Macroeconomics**

This course is an introduction to macroeconomics, with a strong emphasis on international applications. The course has two objectives. First, it develops simple models of goods and services, assets, capital and labour markets which can be usefully applied to generate realistic predictions regarding the behavior of such macroeconomic variables as: output; employment; inflation; the current account; and interest and exchange rates. Second, the course teaches students to use these models to understand and interpret current and historical macroeconomic developments.

**Microeconomics**

This course covers the principles of microeconomic analysis with the aim of helping students make better business decisions in their professional careers. In addition to introducing the standard basis of economic theory such as perfect information, production theory, perfect competition and monopoly, the course focuses on helping students think strategically about achieving competitive advantage through the management of the firm’s resources. Students will analyze strategic management decisions concerning the value of information, cost determination, pricing, market entry and exit, outsourcing, the design of organizations and contracts, and the design and administration of incentive systems. Students will develop microeconomic tools for both simple and complex business environments involving strategic interactions.

**Negotiation**

Managers need analytical skills to discover optimal solutions to problems. A broad array of negotiation skills is needed to get these solutions accepted and implemented. The central issues in this course deal with understanding the behavior of individuals, groups and organizations in the context of cooperative and competitive situations. The course places considerable emphasis on simulations, role-playing and case studies.

**Programming 1**

This course covers the basics of information technology literacy, including hands-on use of microcomputer applications, principles of digital computers and information technology and an introduction to problem-solving through programming. The algorithmic concepts are illustrated in Visual Basic and include the concepts of elementary data types and variables; arithmetic expressions and assignments; program control flow; and using prewritten functions.

**Pre-Calculus**

This course covers topics in algebra, functions and their graphs, and methods of quantitative problem solving. Other topics may include sequence and series and periodic functions. The emphasis of this course is on developing conceptual understanding of the topics, connection to real life, and how the topics facilitate the understanding of calculus. Specific problem solving strategies such as drawing diagrams, systematic lists, looking for patterns, matrix logic, and others are taught throughout the yearlong course.

**Quantitative Methods**

This course surveys quantitative approaches in the social sciences. The course introduces students to concepts, techniques and software with which all successful managers should be familiar. The course has four main modules: optimization, simulation, introduction to calculus, and project management. The course has a managerial orientation and does not rely on complex mathematics.

**Statistics**

With the growing abundance of data, there is an ever-increasing need to understand how to extract useful information for decision-making, and to communicate the essence of what the data represent. This course begins with an overview of the basic concepts regarding collection, display and summarization of data. Students are introduced to a variety of probability models, with particular emphasis placed on the normal distribution and the closely related Central Limit Theorem. The course emphasizes interdisciplinary teamwork and applied exercises, and makes extensive use of statistical software.

**Social Theory**

This course deals with the fundamental question, “What is the good society?” It covers fundamental philosophical and theoretical approaches to human societies, mixing together readings of key theoreticians with lectures and commentary upon these theories. The course draws upon theological, philosophical, political and popular ideas, mixing together historical, philosophical, literary and ethnographic approaches to these philosophies. A sample of possible theorists might include Buddha, Plato, St. Augustine, Muhammed, Ibn Khaldun, Rousseau, Locke, Hobbes, JS Mill, Marx, Rawls, Fanon, Foucault, Houtoundji, Mbiti, Mudimbe, and Appiah. The course also includes examples drawn from everyday life and local Ghanaian philosophical systems.

**Social Research Methods**

In our daily search for “truth” we frequently encounter different, and often contradictory, positions which can be confusing. This course provides the fundamental tools needed to sort through such dilemmas. The goal is to familiarize students with the logical and empirical basis of sound generalization techniques and to introduce the rich variety of methodologies, both qualitative and quantitative, that can be used. Students learn to clarify key questions, to assess supporting evidence and competing claims, and come away with appreciation of the strengths and weaknesses of the various research approaches.

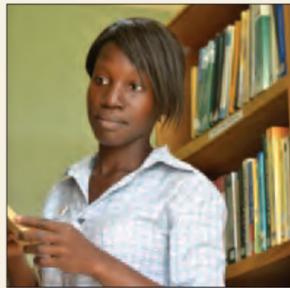
**Text & Meaning**

How should we read texts or interpret culture? For most students, this course represents an entirely new approach to analyze literature and culture. It uses the broadest possible array of materials and explores a variety of different ways to interpret those materials. At the end of the course, students will be left with a question rather than an answer: they will have to decide for themselves which interpretive tools are appropriate for different kinds of tasks.

In this course, “text” does not necessarily mean a published written work of literature; it also includes songs, films, letters, dances, newspaper articles, photographs, government documents, advertisements, oral literature, and so on.

**Written and Oral Communication**

This course is driven by real-world demands for heightened competence in business communication: vigorous and concise writing and effective oral presentation.



## » LEADERSHIP COURSES

**Leadership Seminar 1**

This course asks the questions: What is good leadership? What are the attributes of a great leader? What does a good leader do or not do? In this seminar, students will learn about various prominent public and business leaders. The course emphasizes discussions of assigned readings. Students are expected to read ahead of class and to participate fully in class discussions. Given the relatively high weight assigned to class discussions, it is important that students participate fully in

these discussions in order to pass the course.

**Leadership Seminar 2**

This seminar is about the most fundamental questions about the good society. The seminar asks the questions: What are the most fundamental rights of humanity? What impact does national government have on the trajectory of nations; what is the Social Contract - Rule of Law, and what impact does it have on civilizations? After taking this seminar, students should have a deeper understanding of constitutional law and the concept of nations, whose leaders are actually servants of the people. This seminar also expands on the discussion of ethics, from corporate social responsibility, to discuss ethical issues in public office.

**Leadership Seminar 3**

This seminar asks the questions: What is the best way to organize the economic activity of a good society? What is the proper definition of 'best' in the issue? How do we best achieve a balance of liberty, efficiency, equality and community? This seminar is a natural progression from the previous discussion about Rights and The Rule of Law. At the end of this seminar students should have a better understanding of the interplay between natural and civil rights on the one hand and economic activity on the other.

**Leadership 4**

This seminar is a capstone to the leadership seminar series and puts into practice many of the general concepts discussed in the previous seminars as well as courses taken at Ashesi. In particular, service learning helps students develop a sense of citizenship by giving them an opportunity to become engaged with their surrounding community, while also considering how they can make a positive impact on that community or on solving its problems.

The Leadership as Service seminar is designed to extend this series beyond the classroom by getting students engaged in the larger Ghanaian community, helping them experience the impact that they can have in society, and thus developing a confidence that we hope will stay with them throughout their professional lives.

In the first term of this year, students are encouraged as much as possible to think strategically about projects that they wish to undertake in the fourth year, and especially to think in terms of impact and sustainability.

## » BUSINESS ADMINISTRATION COURSES

**Competitive Strategy\***

Among the critical tasks facing senior managers are the creation, implementation, and evaluation of a business unit's strategy. This course provides the management student with tools and frameworks essential to carrying out these tasks. Many of these tools and frameworks are based on recent advances in game theory, industrial organization, and organization theory, although the course draws from the older business policy tradition as well.

**Economic Development**

Economic Development is an important field of study in a rapidly changing world, as it touches on issues that affect everyone directly or indirectly. The course is split into two sections, with the first section focused on critically scrutinizing the theoretical underpinnings of development theory and a survey of recent discourse in economic development. The second, larger part of the class is devoted to analyzing central interlocking topics in economic development. This course provides the framework for examining economic theory within the context of real world development challenges. The aim is to enhance students' understanding of key policy debates as they relate to economic development. The module stresses the various links and relationships among topics, as well as the importance of drawing on the social and natural sciences to ascertain a more holistic picture of society.

**Financial Accounting\***

This course covers the basic concepts of financial accounting, including the construction of financial statements and the various uses that outsiders, such as investors and creditors, make of them. Material is presented in lecture form supplemented with examples from the popular press. Lectures are typically followed by class discussions of one or two accounting problems that focus on the "big picture" and illustrate the uses and misuses of financial reports.

**Human Resource Management**

This course helps students to understand the evolution of the academic discipline and practice of HRM, and how HR can be effectively integrated into management and competitive strategy. The course covers topics pertaining to the development of the capacity and competencies of people prior to entering the firm, as well as the managing of people after they have entered the firm. Topics include talent management, internships, recruitment and selection, HR planning, employment law, compensation and performance appraisal. Students will learn how managing people in an organization can support and enhance organizational performance and effectiveness, and improve profit margins. The main objectives of the course are to equip students for the following: assess organizational HR needs to attract, develop and retain talent; develop practical managerial and functional tools to successfully manage people; and integrate human resource development and management with overall business strategy and operations. Ultimately, by the end of the semester, students should have developed personal competencies as HR professionals and should understand HRM's crucial role in creating successful organizations.

**International Finance**

This course is organized around four main modules: exchange rate determination and key relationships; international financial institutions and instruments; international corporate finance (currency risk and taxes); and international portfolio management (allocation and currency risk). Its focus on effective management within the context of exchange rate uncertainty makes this course relevant to a broad range of professional interests—such as corporate treasury management, global portfolio management, and corporate finance—without focusing exclusively on any one domain. The course consists of lectures, discussion of problems, and an applied team project.

## » BUSINESS ADMINISTRATION COURSES

**International Trade and Policy**

The last 25 years have witnessed increases in the volume of international trade and investment, significant treaties reducing barriers to trade and capital movements, and the development of regional trading blocs. This course examines these real world events and policies in a solid analytical context. We construct simple models to analyze international trade and shed light on the underlying economic, social, and political factors that affect trade patterns. A significant part of the course is devoted to evaluating the theoretical models in light of recent empirical research.

**Introduction to Finance**

Modern financial economics applies economic tools to the analysis of financial problems. This course introduces students to such analytical tools by covering basic financial theory and concepts. Topics include the calculation of net present values, basic asset pricing, evaluation of risk and return, capital budgeting, and financial derivatives. Whenever appropriate, the course will take the view of corporate financial managers who interact with efficient capital markets.

**Managerial Accounting\***

This course introduces students to the concepts, theory and application of the control functions of management with regard to financial management decisions and long term planning. Beginning with the basics of cost accounting, the course covers alternative costing systems; determining relevant costs, revenues and profits; how to make outsourcing and capital budgeting decisions; and internal and transfer pricing.

**Marketing\***

This survey course covers issues related to the philosophy of marketing, developing marketing strategy, and planning marketing tactics. The treatment is from a practical perspective, with emphasis on managerial decision-making. The course consists of lectures, case analyses and participation in a marketing simulation.

**Organizational Behavior**

How can managers motivate employees to go above the call of duty to get the job done? How can managers be sure their decisions are not biased? What influence tactics can managers use when they do not have formal authority to tell someone what to do? This course helps students understand life in complex organizations by covering topics that span micro analysis dealing with individuals and macro analysis dealing with the organization. The course is managerial in orientation and focuses on the processes necessary to organize, motivate, direct, and control people engaged in collective activities. The emphasis is on the development of concepts and strategies that will help students become more effective managers. The course uses readings, cases, exercises and videos to illustrate the conceptual and applied aspects of individual, group and organizational behavior.

**Operations Management\***

This course introduces students to concepts and techniques related to the design, planning, control, and improvement of service and manufacturing operations. It covers topics in process analysis, quality program implementation and management, inventory and supply chain management, and operations strategy. The course consists of lectures and case analyses.

**Real Estate**

The course introduces students to what the Real Estate Development process entails. It provides students with a good overview of what goes into the various stages of the development process, with emphasis on feasibility studies, financing of development projects and management of developments after construction.

The course is structured so that students, after taking this class, will be able to determine the feasibility of a project and whether it is worth the while of the developer and financiers, what financial planning and management must be done and how the property will be managed to ensure it meets its cash flow projections. Students will also understand and appreciate the challenges facing the Ghanaian industry, and they will be equipped with basic skills and a knowledge base that provides them with a competitive edge in the job market.

**Service Marketing**

Service marketing helps students learn how to make effective decisions both in marketing a service and in services businesses by learning and applying relevant concepts, principles, theories and tools. Students will gain a firm grasp of important concepts, principles, theories, models and tools of service marketing and apply them to specific business cases. Identifying and analyzing the various components of the "service marketing mix" is key. The goal of this course is to enable students to create a service policy; appraise service delivery and quality of organizations and recommend remedies for delivering outstanding service, including crafting a service marketing strategy or plan.

**Supply Chain Management**

The ever-increasing variety of products and customization in the marketplace poses a serious challenge to firms competing to deliver products faster and more efficiently to their customers. In order to compete effectively, firms must leverage advances in information technology (including the internet) and opportunities arising from a global economy to form strategic alliances and tightly integrate operations within their supply chains. Effective supply chain management has become the focus of attention for many senior managers in industry today. This course considers management of a supply chain in a global environment from a managerial perspective. The course introduces students to different concepts related to supply chain management with a focus on analysis, management, and improvement of supply chain processes. The course is divided into five related modules: inventory and information management, distribution and transportation, global operations, supplier management, and management of product variety. Several new innovations in supply chain management will be discussed.

**Strategic Brand Management**

The goal of this course is to provide students with important concepts, principles, theories, models and tools of brand management. Students learn how to make branding decisions, develop a strategic brand plan and successfully manage brands by learning and applying relevant concepts, principles, and tools. The strategic brand management process and role of brand management in achieving business success are defined and important issues in planning, implementing and evaluating brand strategies are outlined. By the end of the semester, students should be able to create a brand and develop brand positioning for a product; should have developed a personal brand profile; appraised brands and be able to recommend remedies for building brand equity; and developed a strategic brand plan, including an integrated marketing communications plan.



## » COMPUTER SCIENCE

**Advance Database Systems\***

This course addresses the advanced issues in modern database management systems design principles, techniques and applications. Databases underlie the most complex computing systems. Major applications include the following: enterprise integration; web based database access; query processing; stored procedures and triggers; transactions, knowledge based systems, SMS query, information security; stored procedures and triggers; connectivity issues: COBRA;

data warehousing, data and knowledge mining; performance tuning, optimization; load balancing.

**Artificial Intelligence**

This course covers the principal ideas and developments in artificial intelligence: theorem proving, problem-solving methods, and representation of knowledge, natural language analysis and synthesis, and programming languages for artificial intelligence.

**Computer Organization & Architecture**

This course presents the fundamental concepts of computer organization and instruction set architectures. Assembly language programming is used to present and illustrate the concepts of instruction set design. The basics of Central Processor Unit (CPU) implementation are covered, including pipelining and memory hierarchy. The interface to the Compiler and Operating System is described in terms of the interaction between the hardware and software components of a system.

**Computer Graphics**

This is an introduction to computer image synthesis and interactive computer graphics applications. Topics include computer graphics hardware, color image display, event-driven programming, line drawing, polygon scan conversion, texture mapping, image morphing, image composition, curves and surfaces, hidden surface algorithms, local illumination models, ray tracing, and photo realistic image synthesis.

**Database Management\***

This course provides a comprehensive overview of database systems. Students learn the fundamentals of data access and file systems, including hierarchical, network, relational and object oriented data models. The course covers the elements of relational database design, data query languages, services such as data protection and integrity control, and database management. The course provides a balance of theory and practical application, culminating in a database implementation project conducted by teams of students.

**Data Structures & Algorithms\***

This course covers fundamental abstract data types and their implementations as data structures such as lists and trees, as well as asymptotic analyses of algorithms involving these data structures. Students also learn about searching (dictionaries, priority queues, and hashing); sorting (internal and external); graphs and algorithms on graphs (shortest path, minimum spanning trees); and pattern matching.

**Design\***

Design is that creative activity which seeks to improve the world by discovering better solutions to persistent problems, and by inventing solutions to new ones. Whether a problem is aesthetic, theoretical or practical, and whether the strategy for solving it is process-oriented or object-oriented, the skilled designer employs a variety of techniques to define the problem, generate a range of alternative solutions, and select that one which best meets the problem-owner's needs. Inevitably, the performance of that solution in service will indicate the need for yet another iteration of "design-build-test-evaluate"—and so improvement continues. This course presents current process-oriented and object-oriented design techniques using a framework that situates design activity within both the modern condition of commerce and computing, and the larger historical context of technological and commercial development.

Classroom work is complemented by weekly practice sessions and projects that help students gain confidence in creating and implementing original design solutions under resource and time constraints.

**Discrete Structures and Theory\***

This course introduces students to discrete mathematical objects useful for computer science and engineering. Topics covered include fundamentals of set theory, graph theory, enumeration, and algebraic structures, with applications in computing.

**E-commerce\***

The E-commerce course is an introduction to e-commerce principles, technologies and applications. This course also develops understanding of the problems and requirements of internet security, and the corresponding solutions. Protocols to ensure secure transactions and e-commerce protocols based on encryption techniques are also studied.

**Human Computer Interaction\***

This course covers topics in human-computer interaction, including user-centered design, user interface software architecture, rapid prototyping and iterative design, and evaluation techniques.

**Networks & Distributed Computing\***

This course introduces the underlying principles of computer network design, from the physical layer up through data transport protocols. Methods and mechanisms for constructing distributed computing systems and network services are discussed in the context of common Internet systems such as electronic mail, print and file servers and Web services.

**Programming 2\***

This course gives students an intensive introduction to programming, as well as experience working with (but not designing) larger systems. Concepts are illustrated using the Java language. In addition to elaborating on all the concepts from Programming 1, this course introduces the object concept; using and declaring functions (methods); data types and variables, including arrays; and the use of standard packages. Some techniques for searching and sorting arrays are introduced. Basic software engineering concepts are also introduced, such as the software life-cycle; characteristics of good software; documentation, testing; and coding practices which promote correctness and robustness. The course includes at least one team project.

## » COMPUTER SCIENCE

**Programming 3**

This course is a continuation of Programming II. It introduces students to more details of object definition and construction and event-driven programming. It also introduces additional standard Java packages, including the file system and graphical user interface elements. Basic data structures are introduced and implemented, including lists, stacks, queues, and simple kinds of trees (through binary search trees). This course also introduces students to C++ and to programming techniques for dynamic data structures. Students will study algorithms for ordering, searching, traversing and manipulating these data structures, including some recursive algorithms. Good software engineering practices are featured in various aspects of the course, and notations similar to the Unified Modeling Language (UML) are employed. Through one or more team projects, students gain experience in designing and implementing larger systems. However, the emphasis of the course is on the use of prewritten packages and built-in language facilities, as well as design and implementation of moderately sized custom classes and algorithms, rather than on the design of whole systems.

**Programming Languages**

How are programming languages designed? How are programming languages implemented? How are programming languages compiled? What factors influence the design of a programming language? These are the questions this course addresses.

Students learn how to use and implement a variety of programming languages. Topics covered include fundamentals of programming languages, history, syntax and semantics, lexical and syntactical analysis, behavior of variables, data types, expressions control structures, subprograms, abstract data types, object oriented programming, functional programming, logic programming. Students gain a deep insight of an overall view of the development of programming languages. They will learn to formally describe the syntax of a programming language and be able to lexically analyse and parse a program. They will also know how to manage binding, typing, and scoping of variables, be able to manipulate various data types and explain the fundamentals of expressions. They will know how to use control structures correctly and specify the implementation of and use of subprograms in a variety of languages. They will know how to describe the details of an object-oriented paradigm as well as be able to write short programs in a variety of programming languages.

**Robotics**

Robotics is a field that brings together computer science and engineering, resulting in systems that interact intelligently with their environment. With applications ranging from agriculture to factory automation, from healthcare to education, robotics is a fascinating and fun way to develop creativity as well as the design, implementation, and integration skills that are essential for computer scientists and technologists.

The main goal of the course is to challenge students to think creatively and to teach them to integrate diverse areas of knowledge such as Computer Science, Design, Electrical Engineering, Mechanical Engineering and Math to create innovative systems. In this course, students work individually and in groups to build robots using Lego robot building kits and to program them using microcontrollers. Through these projects, they learn how to write programs that control a physical device. They learn to read and understand research papers, give presentations to technical and non-technical audiences, and follow a project through from an initial idea through design to implementation.

Ultimately, this course challenges the way students view Computer Science and what they can do with it. As an emerging market, Ghana's technology industry needs innovation and technologists with the vision to apply fields such as Computer Science to the wide variety of problems relevant to a growing economy. This course is for aspiring innovators. Is it for you?

**Software Engineering\***

This course covers the fundamentals of software engineering with a focus on the software lifecycle and developing quality software as a team. Topics covered include requirements, specification, design, quality assurance and testing, process, as well as tools and environments. The course includes a programming project in which teams of 4-6 students take a high-level concept provided by the instructor from requirements through implementation.

**Systems Administration\***

Topics relating to the principles of operating system design include process management, memory management, auxiliary storage management, and resource allocation. Topics relating to the administration of operating systems include installation, configuration, systems management and applications support. The course will include a team project.

**Very Large Scale Integration (VLSI)**

This course provides an introduction to CMOS technology and circuit design; implementation of combinational and sequential logic; VLSI design methodologies; CAD tools for layout, simulation and validation. Students will design a VLSI chip using modern CAD tools.

**Web Technologies\***

This course covers the central concepts and technologies related to the World Wide Web. Topics covered include basic and advanced HTML, scripting and active pages, design and developing Web-based applications, principles and tools for Web content creation, database fundamentals for the Web, security, and e-commerce basics.



» MANAGEMENT INFORMATION SYSTEMS

Business Administration and Computer Science courses listed with an asterisk \* are also taken by students majoring in Management Information Systems.

» AFRICAN STUDIES



**African Repertory: Music and Dance**

This course helps students acquire skills in the performance styles of traditional dance forms, as well as the emerging contemporary African dance styles. Selected dances from both traditional and contemporary genres are studied, including their basic meaning and significance. Live performances and video recordings of selected dance forms are discussed with students to give them an overview of the nature of dance performance.

**African Philosophical Thought**

This course introduces students to the philosophical thought of both the traditional sages and academicians of Africa. It sets out by exploring the question of the legitimacy of philosophical thinking in the traditional setting of African culture. It examines, critically, various concepts and theories in the metaphysics, epistemology and value theories of an African culture.

**Africa in the International Setting**

The course surveys Africa's integration into the global system and examines the impact of the integration on Africa. It also examines how Africa has fared in the comity of nations. Africa was integrated into the international system through the European voyages of exploration, the slave trade and European colonial domination. The European voyages of exploration revealed Africa to Europe beyond what was known about Africa in ancient documents. The international slave trade from Africa, first, through the Sahara, the Maghreb, into

the Mediterranean and the Middle East; second, through the Indian Ocean from East Africa to the Near and the Far East and finally, through the Atlantic Ocean from West Africa to the Americas and Europe, created the African Diaspora or the massive African presence outside Africa. European colonization introduced to Africa a variety of European outlooks, cultures and systems. Thus Africa's integration into the world system is much longer than has been assumed.

**Comparative Politics**

Both economic (market) and political (state) forces shape outcomes in African politics. Choices made by African states regarding international economic affairs are especially important. The interplay of domestic and international economic and political forces has increased in importance in recent years. This course introduces students to selected issues facing African states, using an interdisciplinary approach to interpret them.

Changes in three basic aspects of political life are explored. Using specific cases, social/political processes in Africa are examined with respect to the shaping and changing of (1) identities and nationhood; (2) expectations and patterns of rule; (3) demands and effects of political institutions (principally the state but also "shadow" organizations). How politics manages and divides economic production is a special interest and policy concern. In the last few sessions the course turns to current day relations between Africa and its global environment. Recent crises concerning failures and renewed "development"—both economic and political—will be considered.

# Academic Policies

Ashesi's academic policies are an expression of our desire for fairness, our concern for the well-being of students, and our commitment to ensuring academic excellence within the Ashesi community.

**Grading Guidelines** » Ashesi's grading system is modeled after the University of Cape Coast, as required by the National Accreditation Board. Student work is evaluated throughout the semester through examinations, quizzes, research and writing assignments, projects and participation in class discussions. Final exams and/or final projects typically comprise less than 50 percent of the final grade for a course.

Grade	Grade Point	Numerical Range	Description
A	4.0	80-100	Excellent
B+	3.5	75-79	Very Good
B	3.0	70-74	Good
C+	2.5	65-69	Average
C	2.0	60-69	Fair
D+	1.5	55-59	Barely Satisfactory
D	1.0	50-54	Weak Pass*
E	0.0	Below 50	Failure
I			Incomplete

\*A 'D' grade does not count towards credits in a major area of study, nor does it count towards prerequisites for other courses.

**School Calendar and Semester Schedule** » The school calendar is published on the university website, as well as on the student online system. It is important for every student to keep up to date with school events. Soft copies of the school calendar are also e-mailed to students. A list of courses being offered each semester can be viewed on the website. Students will be notified via e-mail if there are any changes to the courses offered in any given semester.

**Registration** » A student is deemed registered for the semester when all of the following requirements have been met:

- » Fees are paid based on individual payment plans approved by Office of the Registrar
- » Courses are registered for on the Student Online Registration System (FOCUS)
- » Attendance in class in the first two weeks of school

Students who do not satisfy the above requirements shall be removed from the school list and denied access to all university facilities such as e-mail, library, campus housing, etc.

Students who do not wish to continue in a course they registered for are expected to drop out and officially delete the course from their schedule in FOCUS within the first two weeks of the semester.

**Student Course Load** » The student course load at Ashesi is typically 4 to 4.5 credits. If a student has a cumulative grade point average (GPA) or previous semester GPA of 3.3 or above, then the student may register for up to one additional credit. Under no circumstances will a student be allowed to register for more than 5.5 credits.

Under certain circumstances, a student may ask to take fewer than 4 credits, or may be advised to take fewer than 4 credits. For a course load of 2 credits or under, the student will pay prorated tuition; for 2.5 credits and above, the student will pay full tuition.

**Minimum Grade Requirements and Repeat Courses** »

A grade of at least a D+ is required in all courses that are prerequisites to other courses, and in every course in the student's major. A grade of at least a D is required in all other courses. A student who does not meet the minimum grade requirement for a required course must repeat the entire course. Under no circumstance will



a student be allowed to do partial work (e.g. a paper, exam, or project) to fulfill the requirements for a course s/he must repeat.

A course may be repeated if the grade on record is D+, D or E. Students may take a course for the third time only after meeting with an academic advisor and obtaining written approval from the Dean of Academic Affairs. Only the most recently earned grade points will be used in computing grade-point averages; the course will not be counted a second time toward graduation requirements. Repeated courses will be identified as such on

# Academic Policies continued

the student's permanent record. Repeated courses must be registered in FOCUS. Course load requirements per semester must be fulfilled. See section (Student Course Load).

In addition, for Business majors a grade of at least a C is required in Quantitative Methods, for Computer Science majors a grade of at least a C is required in Programming II, and for Management Information Systems majors a grade of at least a C in either Quantitative Methods or Programming II is required.

**Incomplete Grade** » An Incomplete (Inc) grade may be assigned only if the work in a course has been of passing quality but is incomplete because of circumstances beyond the student's control (such as illness). Requests must be approved in writing by the instructor prior to the submission deadline for semester grades. All remaining work must be completed no later than 10 days before the start of the next semester. An Incomplete grade must be replaced by a final grade by the end of the first week of the following semester. Any Incomplete grade not replaced within the above deadlines will be converted to a Failure (F).



ed to a Failure (F).

Repetition of a course in which an Incomplete was received will cause that Incomplete to lapse immediately into a Failure (F). The grade-point average will reflect grade points earned on the second attempt of the course; as with other repeated courses, the course units are counted only once toward graduation requirements.

**Probation** » Students will be placed on academic probation if, at the end of any semester, their cumulative GPA or semester GPA is less than 2.0 (C average) but not less than a 1.5.

**Dismissal** » Students will be subject to academic dismissal from Ashesi University if (1) they fail to make normal degree progress, (2) their grade-point averages fall below 1.5 for any one semester and the cumulative GPA is less than 3.0, or (3) after one semester on probation they have not achieved a cumulative GPA of 2.0 (C average).

**Withdrawal** » Any student who is unable to complete a semester because of illness or other emergency, and can provide appropriate documentation, may be given permission by the Office of the Registrar to withdraw from the university. An Incomplete grade will be recorded for each course. Students who withdraw must re-apply for admission to resume their studies at Ashesi. If the level of coursework remaining after the student has withdrawn is not substantial, as determined by the lecturer and Dean of Academic Affairs and performance in a course is of passing quality prior to the student's withdrawal, the student may complete the coursework no later than 10 days before the start of the next semester. The instructor must assign a grade by the end of the first week of the semester. Any coursework from a previous semester that cannot be completed before the start of the next semester will continue to be recorded as "Incomplete" until the course has been repeated.

## Academic Support

A program of academic support is available to help all students with difficulties they might encounter in their courses. There are no extra fees required for these supportive services. Students should refer any academic challenges to either the Dean of Academic Affairs or the Dean of Student and Community Affairs.

**Academic Advising** » Each student is assigned a faculty advisor upon matriculation to Ashesi. Every student is expected to consult his/her faculty advisor at least once a semester. Students are required to make appointments with their advisors and honor their appointments at the scheduled time. Faculty advising gives students the opportunity to discuss academic related needs and seek additional help from appropriate sources the advisor suggests. Appropriate materials, such as academic reports, should be taken along by students for consultations.

It is important for every student to be aware of academic programs being offered by the university, prerequisites for courses and general requirements for graduation. Students can request re-assignment to another advisor if necessary.

The Dean of Academic Affairs and the Dean of Student and Community Affairs hold overall responsibility for the advising system. They are available to all students for advice on any academic or personal matter and for assistance with special needs.

**The Writing Centre** » This centre helps students improve the quality of their writing and promotes writing as a way of learning and thinking clearly. While the centre does help students to identify and correct their writing problems, it is not just for students who need extra help; if your writing skills are already good, the Writing Centre will help you make them even better.

The writing centre is staffed by faculty, students and volunteers who are passionate about writing and language. The centre is willing to help with almost any kind of writing, from a scientific lab report to an economics or sociology essay, from constructing an outline to polishing a final draft.

**Programming Resource Centre** » This centre is an initiative of the Computer Science department and the Academic Council. It is staffed by experienced students who help other students by explaining various programming concepts. The programming resource center helps students develop their programming ability away from the pressure of a classroom situation.

**The Math Resource Centre** » This centre was established to support students who need additional help in math and quantitative-related courses. Most of the current staff are students. The math resource centre operates for at least two hours every weekday and for three hours on Saturdays. The centre's schedule is designed for the convenience of a wide range of students so that every student has the opportunity to use this beneficial service.



## Academic Honours

**Dean's List** » Students with a semester GPA of 3.5 or above at the end of a semester are placed on the Dean's List. This status is noted on each student's academic record.

**Graduation Honors** » Students who earn a cumulative GPA of 3.5 for all undergraduate work earn Cum Laude (honors). Those with a cumulative GPA of 3.7 for all undergraduate work earn Magna Cum Laude (high honors). Students with a cumulative GPA of 3.85 for all undergraduate work earn Summa Cum Laude (highest honors).

*For the sake of clarification, the following table compares Ashesi's classification of degrees with the classification system at the University of Cape Coast (to which Ashesi is affiliated and from which Ashesi students receive diplomas).*

Ashesi University College Honours	GPA	University of Cape Coast Honours	GPA
Summa Cum Laude (Highest honours)	3.85 – 4.00	First Class	3.6 – 4.0
Magna Cum Laude (High honours)	3.70 – 3.84	Second Class (Upper)	3.0 – 3.5
Cum Laude (Honours)	3.50 – 3.69	Second Class (Lower)	2.5 – 2.9
Bachelor's Degree	2.00 – 3.45	Third Class	2.0 – 2.4
Fail	< 2.0	Pass	1.0 – 1.9
		Fail	< 1.0

# Admissions

We are committed to fostering a campus community as diverse as Africa in ethnicity, nationality, religion, gender and economic background.

## Selection Criteria

Admission into Ashesi is a selective process based partly on the evaluation of information submitted during the application process. In making admissions decisions, Ashesi considers the following:

1. Completed admissions application form.
2. One of the following standardized exams:
  - WASSCE - Aggregate 6 to 36. At least a C6 in Math, English, Science and three electives. Aggregate 15 or better to be competitive.
  - A-Level - Three A-Level passes (A-D) and six IGCSE passes which must include Math, English and Science.
  - IB/Diploma or approved equivalent exam is also acceptable.
3. Interview (by invitation only).
4. International students for whom English is a second language must submit TOEFL examination scores.

## Semester Fees

Ashesi's academic year consists of two semesters. During the 2012/2013 academic year, students and their families can expect the following expenses each semester:

Item	Nationals	Internationals
Tuition and books	\$3,080	\$3,080
On-campus housing	\$754	\$981
Meal plan (May vary, depending on eating habits)	\$840	\$840
Medical insurance	\$143	\$143
<b>Total</b>	<b>\$4,817</b>	<b>\$5,044</b>

In addition to the above expenses, we encourage parents to budget an additional \$300 per semester to cover personal expenses and incidentals.

Ashesi has very flexible payment plans for families who cannot pay the balance in full at the start of the semester. For a nominal fee, families have the option of making payments twice or four times during a semester. Families who pay the balance due in full before the due date will receive a tuition discount.

## Voices of those we serve

There are many reasons why students and their parents choose Ashesi. No voice speaks louder than the voice of the people we serve. Students, parents and alumni talk about Ashesi:

### *Kweku and Margaret Biney* Parents of two Ashesi alumni and one Ashesi student

*"Giving our children the best quality education had always been our dream. Thank God Ashesi came our way and today our dream has become a reality, especially because of the scholarships they offer. Two of our children, Kojo (C2010 BA) and Afua (C2011 BA) are now graduates and the third, Kofi, is in the Class of 2014. Ashesi is the best thing that happened to our children's education; providing them a liberal arts education right here in Ghana, with a strong focus on leadership and ethics. Choosing Ashesi University is a decision we will never regret."*

### *Naa Ayelelsa Quaynor-Mettle* Ashesi student

*"I am very glad I made Ashesi University my only option. I am constantly surrounded by some of the smartest students in Ghana and taught by some of the world's finest professors. Ashesi's core values challenge me to be ethical in all my endeavors, whilst the integrative liberal arts curriculum teaches me to think like a leader and a social entrepreneur."*

### *Ebenezer Buckman* Ashesi graduate and Ashesi's Alumni & Public Relations Officer

*"Ashesi has come a long way since its first class in 2002. The story of this journey and the future ahead is perhaps the most inspiring thing about this university; and every day, I look forward to helping tell that story."*

## Scholarships at Ashesi

Through Ashesi's generous Scholarship Program, we make a great education available to those who otherwise could not afford it. Thanks to a \$13 million partnership with The MasterCard Foundation in Canada, Ashesi will be awarding significant financial support to qualified students who need such assistance.

Students awarded scholarships will be eligible for full or partial financial support to cover their tuition fees, text books, housing, and meals. In addition, 40 scholarship recipients will receive laptops each year.

All scholarship recipients will also receive priority for a campus job to help meet their financial need. Students typically work no more than 10 hours each week, using the income for personal expenses. Students not on scholarship also are eligible to apply for campus jobs.

Below are frequently asked questions to guide you through Ashesi's scholarship application process.

### Who can apply for a scholarship at Ashesi?

Typically, scholarships are awarded to students from low income and middle income families. Any family that cannot afford the full fees should complete a scholarship application form and submit it with their admissions application. Once you apply for a scholarship, the Scholarship Committee will determine the amount of your award. You can download the scholarship application form on our website at: [www.ashesi.edu.gh/admissions.html](http://www.ashesi.edu.gh/admissions.html) or come to our main campus in Berekuso. Submit your scholarship application form with your admissions application. You cannot apply for a scholarship after you have been admitted.

### Will I need to submit any supporting documentation with my scholarship application?

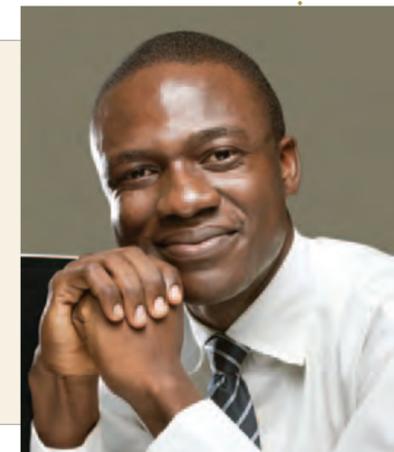
Yes. A letter requesting why you need a scholarship is required. Families also must submit bank statements, pay slips and any other relevant documentation. The more information you can include to support your financial need, the easier it will be to process your request. If you cannot provide any documentation, please write a letter explaining your situation.

### Will applying for a scholarship decrease my chances of being admitted to Ashesi?

No. Admissions and scholarship decisions are made separately by independent committees. Admissions decisions are made first, before reviewing scholarship applications.

### *Kpetermeni Siakor* Class of 2015

*"I am fortunate to be one of many students who have benefited from Ashesi's scholarship programme. Thanks to a new \$13 million partnership with The MasterCard Foundation in Canada, many more students will benefit as I have."*



### How are scholarship decisions made?

First, the selection process begins by determining who should be given an offer of admission based on each applicant's overall profile.

Second, based on your level of need, you are placed into one of three categories: Extreme Need (over \$5,000), High Need (between \$3,500 – \$5,000), Medium Need (between \$2,000 – \$3,500) or Low Need (less than \$2,000). For each category, there is a set amount of scholarship money Ashesi can award.

Third, students in each category are ranked based on the competitiveness of their admissions application. Students who receive scholarships typically achieve mostly A's and B's on their transcripts and national exam results.

### When will I know whether I have been awarded a scholarship?

Typically, decisions are made within three weeks of submitting a completed application. You will receive both your admission and scholarship decisions at the same time.

### Will my scholarship be renewed every year?

As long as you and your family can continue to demonstrate financial need, you can expect that your scholarship award will be renewed annually. The Scholarship Committee meets annually to assess the financial status of each scholar's family. You may be asked to submit updated bank statements, pay slips and other supporting documents to verify your family's financial standing.

# International Programmes

In the pursuit of creating a better world, we must endeavor to look beyond our national borders. Global engagement and knowledge sharing are key drivers towards the best solutions.

The mission of the Office of International Programs (OIP) is to encourage international education and collaboration by developing a variety of international educational opportunities for members of the Ashesi community and overseas organizations we partner with. Through the OIP, participants expose themselves to challenges that sharpen their ability to work in diverse environments, broaden their perspective of cross-cultural issues and increase their awareness of global problems and solutions.

**The Office of International Programs focuses on the following activities:**

- » International student admissions and services
- » Study abroad and work exchange opportunities for Ashesi students and faculty
- » Semester study abroad for overseas students
- » Customized summer programs for overseas university students and faculty
- » Strategic relationship building with overseas partner institutions

**In facilitating these intercultural initiatives, we hope that participants will have an experience that profoundly transforms their outlook of the world.**

- » Our curriculum was designed in collaboration with faculty at Swarthmore College, the University of California at Berkeley, and the University of Washington.
- » A robotics course was developed in collaboration with faculty and graduate students at Carnegie Mellon University.
- » Since 2009, Babson College in Massachusetts has selected Ashesi students to study for a semester at Babson.
- » An international study abroad program was created in collaboration with New York University and Council for International Exchange Education.
- » The Fulbright program has afforded Ashesi the privilege of working with visiting faculty from the US to strengthen academic life at Ashesi.
- » Swarthmore College and Ashesi have collaborated to offer a course in African studies to their students through video-conferencing technology.

As Ashesi grows, we expect these international activities to play an even greater role in the Ashesi experience.

*“In the pursuit of creating a better world, we must endeavor to look beyond our national borders. Global engagement and knowledge sharing are key drivers towards the best solutions.” – Anonymous*



**Ayele Christele Ahoussi**  
International Student  
from Togo

*“I joined the Ashesi community in 2010 as a freshman, but as an international student, I faced a different set of challenges before applying. I had no clue how to survive in*

*an English-speaking country since I am from a French-speaking country (Togo) and all my studies had been done there. The only time I had been in contact with English was in my English class in high school; something very different from what the reality of attending college in an English-speaking country is.*

*When I received my admission letter, I told myself: ‘Ashesi believes in me. I can make it’. I joined the community in August 2010 and I have been really impressed by how quickly my English improved. It has been and is still challenging, but above all it is possible. Possibilities — that is what we stand for.”*

**Nana Ama Akosa**  
Ashesi Exchange Student, Babson College, USA

*“At Babson, I really came to believe in what I once thought to be an ineffective cliché, “The sky is the limit”. I met sophomores who were running very successful businesses; and in Entrepreneurship class, it was amazing the kinds of business ideas people came up with — and the ambition was infectious! I remember when we were all made to present our ‘wonderful’ ideas to the class, of which eight were to be chosen as the class favorites. I remember thinking before class that mine would definitely be among the best, only to leave the class berating myself for not thinking big enough.*

*Two years later, I established a successful travel and destination management company.”*



## There are many good reasons why you should apply to join the Ashesi community.

You will get a great education — one that matches some of the best schools in the world. Our innovative curriculum, which integrates the liberal arts with computer science and business studies, ensures that your skill set will never be obsolete.

Your classmates will be among the best and brightest in Africa.

You will create a network of associates and friends who are some of the most influential business leaders and academics in the world.

You may receive a scholarship to cover your tuition and on-campus housing.

You will have the time of your life. And at the end of it all, you will earn a job and an opportunity to change the world.



“We believe that with **commitment**,  
with **vision**, and with a spirit of **togetherness**,  
we can begin to create a new Africa.”

Charles Dollie, Ashesi Class of 2006

*The Warren Library features study spaces, seminar rooms, a writing and math tutorial centre, computer workstations, a focused collection of books, and access to over 20,000 online journals and magazines.*



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