

INTERCOLLEGE

Response to DIPAE's Evaluation Report for the Computer Technology Diploma Programme

February 2017

EFQM  **Member**
Shares what works.

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13th February 2017,

Members of the Programme Evaluation Committee of DIPAE

Re : Response to the Evaluation Report of the Computer Technology Diploma Programme

Dear Members of the Programme Evaluation Committee of DIPAE,

I would like to extend my gratitude for the productive meeting and constructive discussions that incurred during your visit on 12th January 2017, as well as for your feedback and suggestions that were received through your report dated 14th January 2017.

In response to your report and following your suggestions and recommendations, we have made a number of changes that aim to further improve the programme.

More specifically:

1.1.3.3 Our Website is constantly updated and Services offered to students (such as mentoring) can be added as this is already published in our student handbook, see Appendix 1.

1.1.3.4 – Upon the suggestion of the committee, the course CT-299 Computer Technology Project has been added to the pathway, (Appendix 2).

1.2.5 During the meeting with the visiting team evidence of group project work was shown and we will adopt the suggestion to invite guest speakers from Industry going forward.

1.2.6 Our students have access to the VLE (Moodle) and this was explained and available for demonstration by the programme coordinator during the visit.

1.3.2.1 The Law requires that Faculty teaching on a programme have qualifications one level higher than that which they are teaching. As this is a Diploma Programme our Faculty are more than qualified to teach at Diploma level, all of them having either Masters Degrees or PhD's.

1.3.9 – Research is actively encouraged at Intercollege Larnaca, see Research Handbook (Appendix 3).

1.3.10 Currently there are no lecturers at Intercollege Larnaca who are in the age group of retirement. There are clear Faculty Selection procedures and clear procedures in the Internal Regulations for Faculty progression.



1.3.11 Intercollege has a clear policy for supporting Faculty Development.

2.2.6 (a) The two English courses (Basic Writing & English Composition) as per the suggestion of the committee have been replaced with ENGT- 110 – Technical English,(Appendix 4).

CT-145, End User Support has been added to the pathway as per the Committee's suggestion, (Appendix 5).

(b) The course CT-280 Electronic Communication has been removed from the pathway and replaced by CT -299 Computer Technology Project in the 4th semester, (Appendix 7).

(c) CT-290 Data Structures has been moved from the 3rd semester to the 2nd semester as CT-165, and CT-115 Algorithms has been moved from the 2nd semester to the 3rd semester as CT-285 (Appendix 7).

2.4.6 Intercollege Larnaca does not have the ECTS Label and therefore is not required to issue Diploma Supplements.

2.5.3. At the time of completion of the application questionnaire our students had not had the opportunity to participate in exchange programmes. However it was explained to the committee that Intercollege gained the Erasmus Charter status and several students have recently taken part in the Erasmus + Programme. We will now be participating on an annual basis.

We have also attached a new programme pathway (Appendix 6) and a new semester breakdown (Appendix 7) which reflect the changes made above.

We are confident that the improvements that have been made to the programme, especially with regard to the curriculum, will result in a competitive programme. We always welcome suggestions for further improvement.

I am looking forward to your positive response on the approval of the Diploma in Computer Technology. Your prompt response will be greatly appreciated as we are eager to recruit students for the forthcoming academic year.

Yours sincerely,

Dr. Stylianos Mavromoustakos
Executive Director

Nicosia Campus

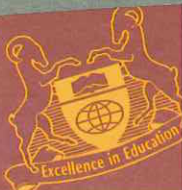
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RIGHTS

- ◆ To suggest courses to be offered.
- ◆ To have representation on appropriate college committees, including: the Academic Committee, the College Council, the Disciplinary Committee, and the Appeals Committee.
- ◆ To evaluate College lecturers and administration.
- ◆ To have an Academic Advisor assigned to him/her upon registration.
- ◆ To express opinions in class concerning the subject matter and in keeping with the college's statement on academic freedom.
- ◆ To submit petitions requesting:
 - ⇒ *review of grade(s)*
 - ⇒ *review of course(s)*
 - ⇒ *exceptions from academic regulations*
 - ⇒ *review of decisions concerning disciplinary matters*
- ◆ To be a regular member of the Student Union, with the right to elect and be elected.
- ◆ To expect commitment from the Student Union executives.
- ◆ To have the right of free speech and assembly provided they are consistent with college regulations.
- ◆ To have all regulations concerning students to be communicated to them in appropriate publications.
- ◆ To choose whether or not to have information about himself/herself revealed within the parameters of the college's policy on confidentiality of student records.

RESPONSIBILITIES

- ◆ To fully understand their academic paths.
- ◆ To know college rules and regulations.
- ◆ To know regulations concerning academic, disciplinary and immigration matters.
- ◆ To be familiar with the college calendar.
- ◆ To know the role of the College administration.
- ◆ To meet with his/her advisor periodically.



APPENDIX 2

CT-COURSE DESCRIPTION

Course Title	Computer Technology Project				
Course Code	CT-299				
Course Type	Required				
Level	1 st Cycle				
Year / Semester	2 nd Year / Spring Semester				
Teacher's Name	Martin David Rigby				
ECTS	6	Theory	Laboratory	Simulation	Tutorial
		----	----	----	----
Course Purpose and Objectives	<p>The main objectives of this course are to:</p> <ul style="list-style-type: none">• Teach students important research techniques and practices;• Introduce students to theoretical or practical design;• Create the foundation where the students will have the opportunity to utilize theoretical knowledge of the tools and techniques acquired throughout the years in order to design, build, and test their idea in a laboratory environment;• Teach students how to write proper reports and how to present their work in front of their colleagues;• Ensure that students know how to properly set up appropriate troubleshooting procedures including proper use of laboratory equipment;• Promote computing ethics and respect to the environment and society;• Teach students how to properly plan their activities in order to successfully achieve their design goals and, more importantly, how to meet their own deadlines				
Learning Outcomes	<p>Upon completion of the course students are expected to:</p> <ul style="list-style-type: none">• Use research skills on an approved topic in order to reach a successful design for their project idea;• Write good technical reports and effective presentations;				



	<ul style="list-style-type: none">Organize and schedule project activities in order to successfully complete a Technology project;Test and troubleshoot their prototype;Identify important principles of ethics in computing practices				
Prerequisites	Approval by the Department	Required	None		
Course Content	Independent-type of work involving research, design, implementation, testing, and troubleshooting				
Teaching Methodology	Lectures/seminars and project supervision				
Bibliography	Required Textbooks/Reading:				
	Authors	Title	Publisher	Year	ISBN
	W. Strunk, E. B. White, R. Angell	The Elements of Style	Longman, 4 th Edition	1999	978-0205313426
	Frank R. Kschichang	Giving a Talk	University of Toronto	2000	
	Recommended Textbooks/Reading:				
	Authors	Title	Publisher	Year	ISBN
	As needed				
Assessment	Progress reports, presentation, final report				
Language	English				

The logo for Intercollege, featuring the word "INTERCOLLEGE" in a bold, white, sans-serif font. The text is centered within a solid black rectangular background.

Research Handbook

www.intercollege.ac.cy

2016/2017

Introduction

Disclaimer: This living document is updated continually in line with the research, development and innovation policies of Intercollege. Every effort was made to present accurate information as of December 2016 although the content is subject to constant update.

The present document expresses the position of Intercollege in terms of Research, Development and Innovation. It constitutes an overview of the philosophy, guidelines and policies that encourage and support research. It serves as guide for the Faculty and Researchers of Intercollege, The Cyprus Maritime Academy, Affiliated Institutions collaborating with the Colleges' and Industry Practitioners.

Key contact information

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1. Research at Intercollege

Philosophy

Intercolleges philosophy expands over three interconnected pillars. Firstly, our research output is vital in informing teaching with accurate, valid, reliable, credible and updated insights. Secondly, research is important in establishing bridges between the colleges and the industry, including individual practitioners, companies, and company and employee representatives. Thirdly, research is essential in promoting state-of-the-art developments in its relevant fields.

Policies

All Faculty members are expected and encouraged to be involved in research as part of their duties. Due to the diversified background of faculty members, research is expected to be multi-disciplinary. The research activity will be monitored on an annual basis.

Research Collaborations

The Colleges are open to research collaborations with institutions (government, industry and organizations) nationally, regionally and internationally.

2. Research Support & Funding

The Colleges support the Faculty to seek funding from a range of sources, including government, commercial and industrial sources at a national and international level. At the same time, it aims at developing and making available its own research funding; providing funding for attending and presenting papers in seminars and conferences, funding for research material such as books, journals and conference proceedings; investing in Information Technology and on-line access to research databases; organizing and promoting research groups, reading groups and working meetings; and encouraging Faculty and researchers to publish their research results in peer-reviewed journals, books, electronic media, conferences, exhibitions and performances.

- **ERASMUS+:** The Erasmus+ programme aims to boost skills and employability, as well as modernising Education, Training, and Youth work. Erasmus+ will support transnational

partnerships among Education, Training, and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe. It will also support national efforts to modernise Education, Training, and Youth systems. In the field of Sport, there will be support for grassroots projects and cross-border challenges such as combating match-fixing, doping, violence and racism.

3. Ethics & Research Conduct

Research is undertaken within certain ethical guidelines that align with the Colleges' research principles. Therefore, ethical approval is needed for all research and consultancy undertaken by the Colleges' staff wherever research and related activities involve human participants or raises ethical issues. Ethical issues should be considered early in the planning processes and approval must be obtained by the Research Coordinator before the start of a research process. All researchers need to fill in an 'Ethical Approval Form' prior to commencing a research study.

4. Research Supporting Committee

The Colleges support research through its Research Committee (ARC), chaired by the Colleges' Executive Director. The committee is responsible for the development of the Colleges' research policy and strategies to assist the Colleges' in meeting its research objectives. The Colleges' Research Committee is also responsible for over-viewing the ethical guidelines and approving the various research studies. The Committee is also responsible for funding approvals and setting research incentives.

5. Internal Research Initiatives

Other than the research programs set by the Colleges' Research Committee (ARC), all Faculty members are expected and encouraged to be involved in research as part of their duties. Following this principle, individual initiative are welcomes for the development of various research groups, reading groups and research workshops. Although often informal, the

research groups and workshops offer an opportunity for staff to talk informally about research, work together on research studies, present and receive feedback on ongoing research projects.

Students are also encouraged to participate in research through the following channels:

1. Final Year Projects
2. Combining research with placements
3. Contributing to lecturer research as research assistants

6. Partners & Collaborations

The Colleges' aims to develop and strengthen internal and external networks in order for Faculty and Researchers to benefit from such links. This is achieved through collaborations with various Academically Affiliated Institutions, such as the University of Nicosia and links with government bodies and the industry. Faculty and Researchers may benefit from these partnerships and are encouraged to spend some time familiarising themselves with the various Academically Affiliated Institutions and industry links available.

Each department is encouraged to work closely with the industry through research initiatives, job fairs, job placements and others. The Department of Tourism and Hospitality maintains close ties with hoteliers, managers, employer representatives as well as trade unions. In a recent study, 15 General Managers from the Larnaca region participated in a research article through personal interviews.

In its efforts to come closer to the industry needs, Intercollege has established close links with the robust Maritime industry in Cyprus. At the moment, Intercollege has two advisory bodies, the Cyprus Maritime Academy Board of Governors and the Academic Advisory Committee. The Board consists of 22 members, most of which hold high positions in shipping and ship management companies including Managing Directors, CEOs and Owners, of the Maritime Industry. Some members are Association representatives, and others are ex-governmental officials. The Board holds regular meetings and its role is to advise and guide Intercollege on all industry related developments, monitor and evaluate the progress of the qualifications and provide support to our aims and tasks.

In regards to the Academic Advisory Committee (AAC), this is another advisory body which consists of 22 members, most of which hold Training Manager, Crew Manager and General Manager positions in their respective companies. The AAC has decided to establish a sub-

committee on Research, which will further assist both students and the industry come closer to Research.

7. Useful Documents & Forms

The Colleges' Staff and Researchers are encouraged to familiarise themselves with the Research Handbook and the various documents that are available for Faculty and Researchers. In addition to the Research Handbook, other forms include the:

- Ethical Approval Form
- Request for Internal Funding Form

All forms will soon become available electronically.

Disclaimer: This living document is updated continually in line with the research, development and innovation policies of the Intercollege. Every effort was made to present accurate information as of December 2016 although the content is subject to constant update.



APPENDIX 4

CT- COURSE DESCRIPTION

Course Title	Technical English				
Course Code	ENGT-110				
Course Type	Required				
Level	1st Cycle				
Year / Semester	1st Year / Fall Semester				
Teacher's Name	Mrs. Sophia Michael				
ECTS	6	Lectures / week	3	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none">• Teach Information Technology/Computer Technology students the necessary language skills to become professional technical communicators in the workplace• Increase students' self-confidence in English and improve their oral communication skills• Teach students the necessary technical jargon related to computing• Build students' ability to compose technical pieces of writing such as describing features and functions/reports/proposals/instructions.• Develop students' writing and document design through the stages of pre-writing, writing and revising.• Enable students to understand the importance of references, citations and avoidance of plagiarism.• Prepare students for job interviews and demonstrate the job application process.				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <ul style="list-style-type: none">• Produce clear, accurate and professional pieces of technical writing• Understand, produce and explain technical jargon related to the field of computing• Identify and practice the stages required to produce technical documents through pre-writing, writing and revising.				



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

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	<ul style="list-style-type: none">• Collaborate with peers, produce team projects and evaluate each other's work.• Give an effective presentation to audiences with specialized or non-specialized knowledge.• Successfully apply for a job and attend an interview.		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none">• Introduction to Technical English• Computing jargon• Review of Upper-Intermediate grammar (All tenses, passive voice, future forms, reported speech, defining and non-defining relative clauses, Conditionals, Verb patterns)• The Writing Process• Effective technical style and tone• Audience Awareness• Writing letters/e-mails/memos• Writing summaries• Writing reports• Writing proposals• Instructions and Manuals• Writing collaboratively with peers• Communicating effectively and persuasively through oral presentations.• The Job application process (Cover letter, CV, interview)• Research Techniques (citing, referencing, avoiding plagiarism)		
Teaching Methodology	Lectures, group discussions, pair work, role-play, writing lab		



Bibliography	Required Textbooks/Reading:				
	Author	Title	Publisher	Year	ISBN
	Santiago, Remacha & Esteras (2008)	Infotech: English for Computer Users, 4 th Edition. Student'S Book	Cambridge University Press	2008	9780521702997
Assessment	Recommended Textbooks/Reading:				
	Author	Title	Publisher	Year	ISBN
	Glendinning & McEwan (2006)	Oxford English for Information Technology	Oxford University Press	2006	978-0194574921
Language	Anderson (2013)	Technical Communication, 8 th Edition	Wadsworth	2013	978-1133309819
	The learner will be assessed through a blend of assessment methods that will typically include assignments, tests, and a final exam as follows: <ul style="list-style-type: none">• Assignments (40%)• Midterm (20%)• Final exam (40%)				

APPENDIX 5

CT-COURSE DESCRIPTION

Course Title	End User Support				
Course Code	CT - 145				
Course Type	Required				
Level	1 st Cycle				
Year / Semester	1 st Year/ Spring Semester				
Teacher's Name	Mr. Rigby Martin				
ECTS	6	Lectures / week	3	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> • Train students in supporting users in case they face problems during the use of computers. • Educate students to successfully install the hardware and software that is needed to satisfy the user's needs. • Provide training in the knowledge and skills required by those who aim to provide this important service to users. 				
Learning Outcomes	<p>After completion of the course students are expected to:</p> <ul style="list-style-type: none"> • Use appropriate tools from the user with the necessary support , development responsibility of users (e.g. prevention of viruses) , encouraging users to develop their knowledge in computers. • Apply Hardware Installation: Installation and configuration of the equipment according to the instructions of the manufacturer (the material can be involved single or multiple circuit boards, memory modules, storage, input / output devices, etc.) • Apply Programming Installation: the rationale for these improvements (e.g. new OS requires more RAM, larger hard disk required, need for DVD ROM instead of CD ROM, etc.) • Apply Programming Installation: analysis of user requirements, acceptance standards, user participation. • Evaluate possible solutions: direct answer, advice on access to manuals, help systems, etc., receiving additional support. 				



Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • Troubleshooting Analysis of the problem: the possibility to analyze or determine a problem from the description of a user • Evaluation of possible solutions: direct answer, advice on access to manuals, helps systems, etc., receiving additional support • Human factors: appropriate communication techniques • User support systems: the role of aid agencies, systems added errors solutions • Support: demonstration of support for specific areas of the organization, such as sales • Software Installation • Programming Installation: analysis of user requirements, installer, acceptance standards, user participation • Installers: Installation and testing of software, device drivers, support files, etc. • Configuration Software: to meet the needs of users and reforming operating machines installed software • Install /upgrade equipment for the user • Programming Installation: the rationale for the so improvements (e.g. new Os requires more RAM, larger hard disk required, need for DVD ROM instead of CD ROM, etc.) • Hardware Installation: Installation and configuration of the equipment according to the instructions of the manufacturer(the material can be involved sing leormultiplecircuit boards, memory modules, storage, input/ output devices, etc.) • Control: Control of the new facility • User training tousle news software/programs • Education: applications, security, maintenance • Training Methods: survey of tools manuals, drivers, multimedia, evaluating the appropriateness of different training tools • Education plans: the different needs of education, training program, evaluation of training • Use appropriate tools by the user with the necessary support, development responsibility of users (e.g. prevention of viruses), and encouraging users to develop their know ledge in computers 		
Teaching Methodology	<p>Learning will be achieved through the use of various pedagogical tools including:</p> <ul style="list-style-type: none"> • in class lectures • PDF /presentation slides and/or on-line seminars and/or tutorials • teaching material in video and/or audio on VLE platform • required text book and/or other recommended readings • case studies 		

	<ul style="list-style-type: none">• assignments (formative and/or summative)				
Bibliography	Required Textbooks/Reading:				
	Author	Title	Publisher	Year	ISBN
	Cheryl Schmidt	Complete CompTIA A+ Guide to PCs, 6/E	Pearson IT Certification	2013	9780789749765
	Fred Beisse	A Guide to Computer User Support for Help Desk and Support Specialists	Cengage Learning	2012	113318782
	Recommended Textbooks/Reading:				
	Author	Title	Publisher	Year	ISBN
Scott M. Mueller	Upgrading and Repairing PCs, 22/E	Que Publishing	2015	9780789756107	
Bill Ferguson, Brad Causey	MCDST: Microsoft Certified Desktop Support Technician Study Guide	John Wiley & Sons	2006		
Assessment	The learner will be assessed through a blend of assessment methods that will typically include assignments, tests, and a final exam as follows: <ul style="list-style-type: none">• Assignments (40%)• Midterm (20%)• Final exam (40%)				
Language	English				

APPENDIX 6 – PROGRAMME PATHWAY

Computer Technology (2 Years, Diploma)

A/A	Code	Course Title
1.	ENGT-110	Technical English
2.	CT-110	Discrete Mathematics
3.	CT-130	Introduction to Computer Systems
4.	CT-140	Digital Systems I
5.	CT-190	Programming Principles
6.	CT-145	End User Support
7.	CT-160	Networks and Data Communications
8.	CT-165	Data Structures
9.	CT-180	Systems Analysis & Design
10.	CT-185	Database Management I
11.	CT-240	Digital Systems II
12.	CT-255	Computer Architecture
13.	CT-260	Network Technology
14.	CT-270	Programming – Visual Basic NET
15.	CT-285	Algorithms
16.	CT-220	Operating Systems
17.	CT-250	IT, Network & Computer Security
18.	CT-265	Computer Systems & Maintenance
19.	CT-295	Network Design & Maintenance
20.	CT-299	Computer Technology Project



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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APPENDIX 7 - CT-COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
A' Semester								
1.	Required	Discrete Mathematics	CT-110	3	50 minutes	15	45	6
2.	Required	Introduction to Computer Systems	CT-130	3	50 minutes	15	45	6
3.	Required	Digital Systems I	CT-140	3	50 minutes	15	45	6
4.	Required	Programming Principles	CT-190	3	50 minutes	15	45	6
5.	Required	Technical English	ENGT-110	3	50 minutes	15	45	6
B' Semester								
6.	Required	Data Structures	CT-165	3	50 minutes	15	45	6
7.	Required	Networks & Data Communications	CT-160	3	50 minutes	15	45	6
8.	Required	Systems Analysis & Design	CT-180	3	50 minutes	15	45	6
9.	Required	Database Management I	CT-185	3	50 minutes	15	45	6
10.	Required	End User Support	CT-145	3	50 minutes	15	45	6



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
C' Semester								
11.	Required	Digital Systems II	CT-240	3	50 minutes	15	45	6
12.	Required	Computer Architecture	CT-255	3	50 minutes	15	45	6
13.	Required	Network Technology	CT-260	3	50 minutes	15	45	6
14.	Required	Programming Visual Basic.NET	CT-270	3	50 minutes	15	45	6
15.	Required	Algorithms	CT-285	3	50 minutes	15	45	6
D' Semester								
16.	Required	Operating Systems	CT-220	3	50 minutes	15	45	6
17.	Required	IT, Network & Computer Security	CT-250	3	50 minutes	15	45	6
18.	Required	Computer Systems Maintenance	CT-265	3	50 minutes	15	45	6
19.	Required	Computer Technology Project	CT-299	3	50 minutes	15	45	6
20.	Required	Network Design & Maintenance	CT-295	3	50 minutes	15	45	6