

BULLETIN
UNIVERSITY OF DEBRECEN

Rural Development Engineering MSc

FACULTY OF ECONOMICS AND BUSINESS

Coordinating Center for International Education

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UNIVERSITY OF DEBRECEN

Date of foundation: 1912 Hungarian Royal University of Sciences, 2000 University of Debrecen

Legal predecessors: Debrecen University of Agricultural Sciences; Debrecen Medical University; Wargha István College of Education, Hajdúböszörmény; Kossuth Lajos University of Arts and Sciences

Legal status of the University of Debrecen: state university

Founder of the University of Debrecen: Hungarian State Parliament

Supervisory body of the University of Debrecen: Ministry of Education

Accreditation dates and statute numbers:

Debrecen University of Agricultural Sciences: 17th December 1996, MAB/1996/10/II/1.

Debrecen Medical University: 5th July 1996, OAB/1996/6/II/6.

Wargha István College of Education, Hajdúböszörmény: 5th July 1996, OAB/1996/6/II/2.

Kossuth Lajos University of Arts and Sciences: 5th July 1996, OAB/1996/6/II/5.

University of Debrecen: 3rd October 2012, MAB/2012/8/VI/2.

Number of Faculties at the University of Debrecen: 14

Faculty of Agricultural and Food Sciences and Environmental Management

Faculty of Child and Adult Education

Faculty of Dentistry

Faculty of Economics and Business

Faculty of Engineering

Faculty of Health

Faculty of Humanities

Faculty of Informatics

Faculty of Law

Faculty of Medicine

Faculty of Music

Faculty of Pharmacy

Faculty of Public Health

Faculty of Science and Technology

Number of accredited programmes at the University of Debrecen:

73 degree programmes with the pre-Bologna 5-year-system university education, 41 supplementary degree programmes offering transfer-degree continuation of studies towards the university degree (MSc), 50 degree programmes with the pre-Bologna 3-year-system college education, 67 BSc and 78 MSc programmes according to the Bologna system, 5 unified one-cycle linear training programmes, 35 specializations offering post-secondary vocational certificates and 159 vocational programmes.

Number of students at the University of Debrecen: 28812

According to time of studies: 22888 full-time students, 5899 part-time students having corresponding classes and 25 part-time students having evening classes or distance education according to education level: 944 students at post-secondary vocational level, 17406 students at BSc, 3112 students at MSc, 21 students at college level, 190 students at university level (MSc), 5320 students at one-cycle linear training, 954 students at vocational programmes, 865 students at PhD, 3741 foreign students.

Full time teachers of the University of Debrecen: 1421

194 full college/university professors and 1055 lecturers with a PhD.

ABOUT THE FACULTY

The Faculty of Economics and Business is currently the largest faculty of the University of Debrecen with about 4000 students and more than 120 staff members. The Faculty has been created by the merger of two former faculties of the university: the Faculty of Economics and Business Administration and the Faculty of Applied Economics and Rural Development. The Faculty has a very wide scope of education dominated by economics and business administration however it has a significant variety of programs in agribusiness and rural development. We are proud of the large number of our international students currently in the BA in Business Administration and Management and the MA in International Economy and Business. The attractiveness of our education is indicated by the popularity of the Faculty in terms of incoming Erasmus students, as well.

THE ORGANIZATIONAL STRUCTURE OF THE UNIVERSITY

RECTOR OF THE UNIVERSITY OF DEBRECEN

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FACULTY OF ECONOMICS AND BUSINESS

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SOCIAL SCIENCES LIBRARY

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Head Librarian Ms. Enikő Pergéné Szabó
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RURAL DEVELOPMENT ENGINEERING MSC PROGRAMME

Programme coordinator: Prof. Dr. Károly Pető
(peto.karoly@econ.unideb.hu, Magház 217.)

Objectives and Perspectives

The objective of the program is to prepare professionals for understanding sustainable development and the present problems of rural areas basing on knowledge relating to agriculture, economic management as well as regional and rural development, for cooperating in the determination of the possible directions of development, defining special development programs, managing their realizations and carrying out the monitoring of the processes.

Starting date: September/February

Language requirements: English language proficiency (TOEFL 547 /IELTS 6.0 /oral examination)

Academic requirements: Bachelor degree in Economics, Business or Management, Rural Development

Duration: 4 semesters

Number of contact hours: 1300

ECTS credits: 120

Requirements:

The course consists of lectures and seminars. Attending lectures is strongly recommended, attendance of seminars is compulsory and recorded.

Participation at practice classes is compulsory. One might have a maximum of 3 seminar/practice absences. In case of more than 3 absences the final signature may be refused and the student must repeat the course. Being late is equivalent with an absence.

The knowledge of the students will be tested several times depending on the class types during the entire course. End of Semester Examination (ESE) covers the topics of the lectures and seminars of a subject. A minimum of three ESE dates will be set during the examination period. Unsuccessful

students may repeat the ESE twice (B and C chances). Five grade evaluation (AW5) is based on class contribution and work. The program ends in a Final/State exam of the whole material of the course covering the topics given out earlier.

Students can be given their degree if, having met other criteria as well, they have collected 120 credits during their studies. Considering the recommended curriculum this can be achieved in 2 years.

According to the credit regulations students should obtain an average of 30 credits in each semester.

Students accumulate the required amount of credits by passing exams on compulsory and elective subjects.

Although Physical Education is not recognized by credits, one PE course has to be completed to get the final degree.

A pre-degree certificate is issued by the Faculty after completion of the master's (MSc) program. The pre-degree certificate can be issued if the student has successfully completed the study and exam requirements as set out in the curriculum, the requirements relating to Physical Education – with the exception of preparing thesis – and gained the necessary credit points (120). Students who obtained the pre-degree certificate can submit the thesis and take the final exam.

The thesis is based on independent work summarizing the performed activities and the results closing the training and proving that students are able to collect and interpret available literature related to a specific problem and based on well-established methods students are able to solve the problem and interpret the observations and results.

Students may take the final exam if they completed the required 120 credits. At the final exam the obtained knowledge is controlled in a written exam using questions covering the core material and the specialization material. Defence of the thesis is part of the final exam in the form of a short presentation of the results obtained in the thesis work. The final exam is only successful if all three grades (two questions and thesis defence) are at least pass.

RURAL DEVELOPMENT ENGINEERING MSC PROGRAMME

The result of the complex final examination is to be determined rounded to two decimal places, as an average of the grades received for the written examination and the thesis defence.

A final exam can be taken in the forthcoming exam period after obtaining the pre-degree certificate. A final exam has to be taken in front of the Final Exam Board.

The qualification of the diploma in the training is given by the weighted academic average of the given degree program and the simple mathematical average of the final examination result.

The diploma shall be assessed on the basis of the calculation of the grade average as follows:

Outstanding	4.81 – 5.00
Excellent	4.51 – 4.80
Good	3.51 – 4.50
Satisfactory	2.51 – 3.50
Pass	2.00 – 2.50

The diploma shall be issued in Hungarian and English.

Class behaviour:

Students must not use cell phones to talk or text during class. Cell phones must be switched off or kept in silence mode during class. In seminars students will be expected to participate in seminar discussions. Students are encouraged to ask questions related to the topic of the lectures discussed, and participate in solving problems related to the topic of the seminar. Students should not disrupt the class by talking to each other. If one continues to disrupt the class, the student may be asked to leave. The usage of electronic devices, textbooks and any form of interaction between students during the tests are strictly forbidden. Electronic devices (cell phones, tablets, etc.), except for approved simple calculators, must not be within the reach (in pocket, in the desk, etc.) of students during tests.

SUBJECTS	First year					
	Fall semester			Spring semester		
	L	S	Credits	L	S	Credits
Economic Law	3	0	4			
Research Methodology	2	2	5			
Human Resource Management	2	0	3			
Rural and environmental policy	2	1	4			
Rural Economy	2	1	3			
Commerce and Logistics	2	1	3			
Rural Security	2	0	2			
Elective 1.	0	2	3			
Total credits:			27			
Accounting for Managers				2	2	5
Integrated Regional Development				2	0	3
Rural Sociology				2	0	3
Agricultural Economics and Agricultural Policy				2	1	4
Integrated Settlement Development				2	0	3
Project Management				0	2	3
Economics of Agricultural Markets				2	1	4
Economics of Agriculture Sectors				2	1	3
Elective 2.				2	0	3
Physical Education				0	2	0
Total credits:						31

CURRICULUM OF THE FULL TIME PROGRAMME

	Second year					
	Fall semester			Spring semester		
SUBJECTS	L	S	Credits	L	S	Credits
Business Consulting	2	1	4			
Alternative Management	2	1	3			
Local Economic Development	2	0	3			
Internship	0	16	7			
Thesis writing I.	0	2	15			
Total credits:			32			
Analysis of Agricultural Programs				0	2	2
Community Development				2	0	2
Production and Operation Management				2	1	4
Regional Planning and Programming				2	2	5
Food Chain Safety Knowledge				2	0	2
Thesis writing II.				0	2	15
Total credits:						30

COURSE DESCRIPTIONS

Course title: **Economic Law**

Neptun code: GT_MVINE009-17

Institute: Institute of World Economy and International Relations

Classes per week: 3+0 Requirement: Exam Credit: 4

Responsible instructor: Dr. Géza Károlyi

Instructor: Dr. András Helmecci

Course goals:

The course is designed to introduce students to the particularities of legal aspects of the economy, both theoretically and in practice. A broad overview of the most relevant topics in legal life in the economy is given.

Course content, topics:

Basic legal terms, personal law, rights in rem, contractual law, company law.

Learning methods:

In the lessons, the students get detailed explanations with life-like examples to the most important legal aspects of the economy.

Assessment:

Final written test at the end of the semester, with the following grades:

points grade

0-7 1 (fail)

8-9 2 (satisfactory)

10-11 3 (fair)

12-13 4 (good)

14-15 5 (excellent)

Compulsory readings:

handout (electronically sent to the students)

COURSE DESCRIPTIONS

Week	Topics
1.	<p>The legal system, basic legal terms 1: law as a social rule, content, and function of law, categories of legal rules LO: the knowledge of the most important legal rules and solutions according to the topic</p>
2.	<p>The legal system, basic legal terms 2: sources of law, legislation and jurisdiction, the legal relation LO: the knowledge of the most important legal rules and solutions according to the topic</p>
3.	<p>The person as subject at law 1: natural person, legal capacity and competency LO: the knowledge of the most important legal rules and solutions according to the topic</p>
4.	<p>The person as subject at law 2: legal person, protection of personality LO: the knowledge of the most important legal rules and solutions according to the topic</p>
5.	<p>Rights in rem 1: the thing, possession LO: the knowledge of the most important legal rules and solutions according to the topic</p>
6.	<p>Rights in rem 2: ownership rights, rights of use LO: the knowledge of the most important legal rules and solutions according to the topic</p>
7.	<p>Contractual law 1: obligations and legal statements, representation, performance LO: the knowledge of the most important legal rules and solutions according to the topic</p>
8.	<p>Contractual law 2: basic rules of contracts LO: the knowledge of the most important legal rules and solutions according to the topic</p>
9.	<p>Contractual law 3: express contracts LO: the knowledge of the most important legal rules and solutions according to the topic</p>
10.	<p>Contractual law 4: liability for damages LO: the knowledge of the most important legal rules and solutions according to the topic</p>

11.	Company law 1: common rules, organization LO: the knowledge of the most important legal rules and solutions according to the topic
12.	Company law 2: representation, termination LO: the knowledge of the most important legal rules and solutions according to the topic
13.	Company law 3: sole company types LO: the knowledge of the most important legal rules and solutions according to the topic
14.	Consultation LO: the knowledge of the most important legal rules and solutions according to the topic

Course title: **Research Methodology**

Neptun code: GT_MVINE001-17

Institute: Institute of Management and Organization Sciences

Classes per week: 0+2 Requirement: Term mark Credit: 5

Responsible instructor: Enikő Pergéné Szabó

Course goals:

With the help of this class, students will be able to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically and share that information.

Course content, topics:

Library. Research Process: Research Assignments. Formulating the research topic. Reviewing the literature. Resource Types and evaluating the information. Navigating the Information Landscape: Search Engines, Databases, Discovery tools. Citations and Bibliographies. Open access. Reference Manager Software

Learning methods:

Interactive seminars to practice and discuss topics and assignments

Assessment:

Two exams during the semester. The first is about „Searching tools and technics” and the second is about: "How to cite and create a bibliography?"

Compulsory readings:

Lomas, R. (2011): Mastering your business dissertation: how to conceive, research, and write a good business dissertation. Routledge, New York, 159 p. ISBN: 9780415596787

Recommended readings:

Babbie, Earl R. (2016): The Practice of Social Research, 14th edition. Cengage Learning, Boston, MA, 566 p. ISBN: 9781305104945

Week	Topics
1.	Introduction. Overview of the Course. The characteristics of our library. LO: Students gain knowledge about the University and National Library, University of Debrecen
2.	Concepts and types of scientific research. Basics of effective information retrieval, information sources, general concepts LO: Students gain knowledge about the concepts of scientific research.
3.	Elements of research design. First steps of research. LO: Students gain knowledge about the research design
4.	Internet Search Techniques. E-resources and Databases. LO: Students gain knowledge about the secondary sources
5.	Databases. Search techniques. Practice LO: Students gain knowledge about search techniques
6.	Open Science. Overview of possible alternatives to get a pdf of the full text of scientific papers LO: Students gain knowledge about Open Science.
7.	How to Give a Presentation? The secret of an excellent presentation. LO: Students gain knowledge about presenting research outcomes
8.	Exam (Searching tools and technics)
9.	Research ethics. How to avoid plagiarism? LO: Students gain knowledge about plagiarism
10.	How to cite and create a reference list? LO: Students gain knowledge about creating a reference list
11.	Reference Manager Software - Practice LO: Students gain knowledge about using reference manager software
12.	Reference Manager Software -Practice LO: Students gain knowledge about using reference manager software
13.	Exam
14.	Summary, evaluation

Course title: **Human Resource Management**

Neptun code: GT_MVINE010-17

Institute: Institute of Management and Organization Sciences

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Dr. habil Krisztina Dajnoki

Course goals:

The objective of the course is to make students interpret the strategy forming, value-creating, and competence determining the role of human resources (HR), with a specific focus on organizations of business and public service sphere. It also provides a review of the historical changes, paradigm shifts of the thinking about the human, being a corporate/ organizational resource, together with its motives and consequences. It introduces the different levels of the strategy, the relationships, and interaction between human resource management strategy systems and methods, and supplemented with practical cases it qualifies students for the interpretation of the integrated system of human resource management, the preparation of specific organizational human resource strategy.

Course content, topics:

The factors influencing human resource management; The components of the market value of the corporate, inside the elements of intellectual capital, internal and international trends; Planning of human resource management system, labour planning; Job position analysis, the definition of the expectation profile of the position; Competence models, competence profile, the reassessment of the competences; The factors determining labour supply, the realization of human resource flow, new trends, ways; Entering new colleague, job socialization; Career planning in organizations, human resource decrease; Compensation – motivation – remuneration; Performance management in organizations; Strategic pressures and options in the development of the human resource.

Planned educational activities, learning methods:

Knowledge transferring interactive lecture. Participation at the events is expected as included in Terms of Education and Examination of the Faculty.

Assessment:

Colloquium (written test)

Compulsory readings:

Armstrong, M. (2017): „Armstrong’s Handbook Of Human Resource Management Practice” Kogan Page Publishers, London And Philadelphia, 14th Edition, 738.P.

Dessler, G. (2013): „Human Resource Management” Pearson Education, Prentice Hall, 692.P.

+ Lecture Presentations

Recommended Readings:

Senyuçel, Z. (2009): *Managing The Human Resource In The 21st Century*, Zurlu Senyuçel & Ventus Publishing Aps, 77.P. [Http://Bookboon.Com](http://Bookboon.Com)

Week	Topics
1.	Introduction into human resource management – the role of HR, importance, challenges
	LO* The student will learn the integrated system of HRM, the role of HR, the future HR challenges
2.	Changing trends in HRM I.
	LO The student will learn the development of HRM on the international level, the specifications, and models of American development
3.	Changing trends in HRM II.
	LO The student will learn the development of HRM on the international level, specifications of development in the Far East, Western Europe, and Eastern Europe.
4.	Strategic human resource management (SHRM)
	LO: The student will learn the specifications of strategic view HRM (causes, terms, objectives, principles) together with the peculiarities of management renewal. the models and main criteria of strategic management
5.	Human resource strategies
	LO The student will learn the relationship between the term of strategy, the strategic management and HRM strategy, the main criteria and approaches of comprehensive HRM strategy
6.	The planning and process of HR
	LO The student will learn the specifications of modern HR strategy, the types of HR strategies in relationship with the corporate strategies, the process of strategic planning
7.	The planning system of HRM on the international level
	LO The student will learn the forecasting possibilities of labour need, methods, the forecast of internal and external labour supply and management decision-based forecast

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8.	The establishment of jobs-development trends
	LO The student will learn the system, process and methods of job analysis, the methods of job planning, alternative working hour systems, methods of job analysis, new trends and specifications of Hay method
9.	The flow of human resources – internal and international challenges
	LO The student will learn the concept, process, main components of strategic human resource supply, the connection between organizational life cycle and supply strategy, the planning of human resource supply, its costs, the identification and planning of the source of recruitment, the role of entering and socialization
10.	The development of human resources-internal and international challenges
	LO The student will learn the tendencies, which determine the development, influencing factors, the model of corporate personnel development, international specifications of personnel development
11.	Career planning
	LO The student will learn the factors, understandings determining career, career planning systems, the role, process of career planning, the relationship between career plan and development plan
12.	Incentive management – incentive systems, remuneration principles
	LO The student will learn the objective of incentive systems, main elements, principles, models of incentive management, paying principles and incentive systems
13.	Performance management - models, philosophies, international aspects
	LO The student will learn the difference between performance appraisal and performance management, the cycle of performance management, performance management philosophies, conditions of installing successful performance management system

1.	Equal opportunity human resource management (4EM) – the accepting workplace approach
	LO The student will learn the understanding, importance, special tasks of 4EM, the integrated process cycle model of accepting workplace

Course title: **Rural and Environmental Policy**

Neptun code: GT_MVINE012-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+1 Requirement: Exam Credit: 4

Responsible instructor: Dr. Károly Pető

Instructor: Dr. Péter Horváth

Course goals:

The main goals of this course are to acquaint students with the development of the system of rural and environmental policy, the regulations of certain environmental policy areas, the presentation of the legal background, as well as the realization of situational exploratory exercises.

Course content, topics:

- Basics of environmental protection
- The development, tools, and regulation of environmental policy
- Institutional system of EU environmental policy
- The European Union's environmental action programs
- China's environmental policy
- Sustainable development
- The European Union's Sustainable Development Strategy
- Rural policy (global outlook)
- Rural policy in the European Union

Learning methods:

- understanding the relationships
- understanding the system

Assessment:

Recommended mark based on the two interim written exams

Compulsory readings:

- ppt. materials of the lectures
- Vig, N. J. – Kraft, M. E. (2015): Environmental Policy: New Directions for the Twenty-First Century, SAGE, p 448.
- Haigh N. (2015): EU Environmental Policy: Its journey to centre stage, Routledge, p 234.

Recommended readings:

- Jordan A. – Adelle C. (2012): Environmental Policy in the EU: Actors, institutions and processes, Routledge, p 424.

Week	Topics
1.	<i>Introduction, requirements</i>
2.	Basics of environmental protection I. (basic concepts, global and local environmental problems)
3.	Basics of environmental protection II. (Water pollution, soil pollution)
4.	Basics of environmental protection III. (Waste management, noise pollution)
5.	The development, tools, and regulation of environmental policy
6.	Institutional system of EU environmental policy
7.	<i>Written exam</i>
8.	The European Union's environmental action programs
9.	China's environmental policy
10.	Sustainable development
11.	The European Union's Sustainable Development Strategy
12.	Rural policy (global outlook)
13.	Rural policy in the European Union
14.	<i>Written exam</i>

Course title: **Rural Economy**

Neptun code: GT_MVINE014-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+1 Requirement: Exam Credit: 3

Responsible instructor: Dr. Károly Pető

Instructor: Dr. Bernadett Szabó

Course goals:

The subject aims to get the students acquainted with the situations, characteristics, resources, and development of rural areas and rural economy, and their possibilities for diversification.

Course content, topics:

- What is rural?
- Basics of rural development
- Characteristics of the rural economy
- Resources in the rural economy
- Spatial processes influencing the situation of rural areas
- Development and performance of rural areas
- The role of agriculture in the rural economy
- Programs in rural development
- Rural Development Program 2014-2020
- Diversification of rural economy: rural tourism
- Sustainability of rural economy in case of eco-villages

Learning methods:

- understanding the relationships
- understanding the system

Assessment:

Recommended mark based on the essays and the presentations, otherwise written exam. Only students can get valid mark who complete the essays and give presentations in the seminars.

Compulsory readings:

- ppt materials of the lectures
- 2014-2020 Rural Development Programme:
<https://www.agriculture.gov.ie/media/migration/press/pressreleases/2014/DraftConsultation%20DocRDP14%20Jan.pdf>

Recommended readings:

- New Hungary Rural Development Programme:
<http://enrd.ec.europa.eu/enrd-static/fms/pdf/BA7A2748-FBA5-23D9-8FC1-A61716C5AD57.pdf>

•Agricultural Policy Reform and the Rural Economy in OECD Countries, 1998, 316.p., ISBN: 9789264162532

•Understanding Rural America:
<http://www.4uth.gov.ua/usa/english/society/rural/backgrnd/01intro/intro.htm>

Week	Topics
1.	<i>Introduction, requirements</i>
2.	What is rural? Basics of rural development Characteristics of the rural economy
3.	Resources in the rural economy
4.	Spatial processes influencing the situation of rural areas
5.	Development and performance of rural areas
6.	The role of agriculture in the rural economy
7.	Programs in rural development Rural Development Program 2014-2020
8.	Diversification of rural economy: rural tourism
9.	Sustainability of rural economy in case of eco-villages
10.	Analyzing resources of rural settlements – Case studies I.
11.	Analyzing resources of rural settlements – Case studies II.
12.	Analyzing sustainability of eco-villages – Case studies I.
13.	Analyzing sustainability of eco-villages – Case studies II.
14.	<i>Assessment, grading, conclusions, closing the semester</i>

Course title: **Commerce and Logistics**

Neptun code: GT_MVINE024-17

Institute: Institute of Applied Informatics and Logistics

Classes per week: 2+1 Requirement: Exam Credit: 3

Responsible instructor: Dr. János Felföldi

Course goals:

Students must get acquainted with the theoretical and practical parts of logistics and those application possibilities. Besides, we aim to introduce the basis of modern logistics from real processes, that is, the systems of goods flow to the approach of the supply chain.

Course content, topics:

Relationship between trade, supply chain, and logistics; The role and operation of retail trade; Procurement, operation, and distribution; Technological trends in the supply chain; Risk management; Collaboration and relationships in B2B systems; Regulation, security, and quality; *Challenges in international supply chains.*

Learning methods:

Courses must be attended as it is in the regulations. Additional requirements are those that must be met by each student within the semester and are specified and communicated by the course master. These requirements are related to the topics discussed in the course. Presentation is a frontal mode of teaching, using PowerPoint and materials and articles that are currently discussing a topic. In the exercises, case studies, real examples are learned and jointly processed.

Assessment:

An oral examination that may result in from 1 to 5, which grade will be calculated as a combined one with those results coming from the performances over the semester.

Compulsory readings:

Dani, S. (2015): Food supply chain management and logistics. pp 260, KoganPage, ISBN: 9780 7494 7364 8

Recommended readings:

Deloitte (2013): The food value chain: a challenge for the next century. Deloitte Touche Tohmatsu, London.

Gradl, C. et al. (2012): Growing business with small-holders: a guide to inclusive agribusiness. German Federal Ministry For Economic Cooperation and Development, Bonn, Germany.

Week, date	Topic	LO
week 1	Introduction to commerce and trade	lecture: Introduction to commerce and trade and their environment seminar: case examples for commerce and trade
week 2	Introduction to supply chain and logistics management	lecture: Introduction to supply chain and logistics management seminar: case examples for supply chains and logistics
week 3	Logistics	lecture: logistics systems seminar: case examples for logistics systems
week 4	Retailing	lecture: basics of retailing seminar: case examples for retailing
week 5	Production and Manufacturing	lecture: Food manufacturing and internal supply chains seminar: case examples
week 6	Sourcing and procurement	lecture: sourcing and purchasing models seminar: case examples
week 7	Technology trends in supply chains	lecture: Technology trends in the food supply chains seminar: case examples
week 8	Risk management	lecture: managing risks in the supply chain seminar: case examples
week 9	Regulation, safety, and quality	lecture: Food regulation, safety, and quality seminar: case examples
week 10	Collaboration and relationship	lecture: models and trends in the food sector seminar: case examples

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week 11	Security and future challenges	lecture: Food security and future challenges seminar: case examples
week 12	Challenges in international supply chains	lecture: managing challenges in international food supply chains seminar: case examples
week 13	Supply chain and logistics performance	lecture: Food supply chain and logistics performance seminar: case examples
week 14	Sustainability in supply chains	lecture: sustainability challenges in food supply chains seminar: case examples

Course title: **Rural Security**

Neptun code: GT_MVINE027-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+0 Requirement: Term mark Credit: 2

Responsible instructor: Dr. Péter Horváth

Course goals:

The main goal of this course is to get students to know the risks to the settlements, the possible human and natural factors that threaten the countryside and the agricultural activities, the use of possible crime prevention procedures, cooperation opportunities.

Course content, topics:

- Interpretation of security
- Security environments and security challenges in a given country
- Water, soil, air, food safety
- Disaster risk
- Rules for civil protection classification of settlements
- Dangers to virtual world users
- Personal and property protection activities
- Leadership planning, organizing and managing tasks in the protection of a specific object or facility
- The forces, devices, and methods used to ensure its safety
- Challenges and answers in the civil sector
- Risk analysis and FPF

Learning methods:

- understanding the relationships
- understanding the system

Assessment:

Recommended mark based on the two interim written exams

Compulsory readings:

- ppt. materials of the lectures
- Hornycsek, J. (2011): "For Our Security" Educational and Consulting Scientific Association Budapest, 195. ISBN: 978-963-08-2606-8

Recommended readings:

- Ürmösi, K. (2013): The concept of safety and security. Military Science Review. Vol. 6. No. 4. 147-156. P., ISSN: 2060-0437
- Szász, J. (2000): Types of disasters, in: Editor: Dr. Hornycsek Júlia: Book of Teachers, BM OKF, Budapest.

COURSE DESCRIPTIONS

Week	Topics
1.	<i>Introduction, requirements</i>
2.	Interpretation of security
3.	Security environments and security challenges in a given country
4.	Water, soil, air, food safety
5.	Disaster risk
6.	Rules for civil protection classification of settlements
7.	<i>Written exam</i>
8.	Dangers to virtual world users
9.	Personal and property protection activities
10.	Leadership planning, organizing and managing tasks in the protection of a specific object or facility
11.	The forces, devices, and methods used to ensure its safety
12.	Challenges and answers in the civil sector
13.	Risk analysis and FPF
14.	<i>Written exam</i>

Course title: **Accounting for Managers**

Neptun code: GT_MVINE011-17

Department: Institute of Accounting and Finance

Number of lessons: 2+2 Requirement: Term mark Credit: 5

Responsible instructor: Dr. Ildikó Orbán Mrs. Tamás Dékán

Instructor: Alexandra Szekeres

Course goals:

The main purpose of this subject is to provide insights into the impact of financial accounting in an international environment.

Course content, topics:

The course will provide students with an international perspective on financial accounting, including theory, practice, and its applications under International Financial Reporting Standards (IFRS). Primary areas of study include definition and principles of accounting and double-entry bookkeeping, recognition and measurement of assets, liabilities, and equity, the impact of economic transactions on different financial statements, the definition and recognition of revenue and income, accounting policies, general and special journals, the accounting cycle, and the process of preparation of different financial statements. Nevertheless, students will be introduced into several financial reporting issues under IFRS.

Learning methods:

Explaining the provisions of International Financial Reporting Standards (IFRS) through illustrative examples.

Assessment

1. Signature:

The lecture is not compulsory.

More than three missed seminars are not allowed.

2. Grade: Exams with theoretical and practical examples with tests, essays, Excel are going to be on the e-learning system (50% - 2, 62,5% - 3, 75% - 4, 87,5% - 5) based on the Neptun-registration to the exam. The exam will take place in the university's computer room.

Compulsory readings:

David Alexander and Christopher Nobes: Financial Accounting: An International Introduction (selected, appointed chapters)

Suwardy, Suwardy, Harrison, Tietz, Horngren & Thomas: Financial Accounting, Global Edition, 11th Edition, 2019 (selected, appointed chapters)

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Elliott & Elliott Financial Accounting and Reporting, 19th Edition, 2019 (selected, appointed chapters)

Cotter Advanced Financial Reporting: A Complete Guide to IFRS, 2019 (selected, appointed chapters)

Conceptual Framework for Financial Reporting 2010 (the IFRS Framework) approved by the IASB,

the Framework is available at <http://www.ifrs.org/News/Press-Releases/Documents/ConceptualFW2010vb.pdf>

Related International Accounting Standards/International Financial Reporting Standards: IAS 1, IAS 7, IAS 8, IAS 10, IAS 16, IAS 33, IAS 38, IAS 40, IFRS 5, IFRS 8

the standards are available at <http://www.ifrs.org/IFRSs/Pages/IFRS.aspx> (free registration required)

Study materials, illustrative examples, solutions provided by the instructor in the classes (They will be uploaded to the Moodle system)

Recommended readings:

Clyde P. Stickney, Roman L. Weil, Katherine Schipper, and Jennifer Francis: Financial Accounting: An Introduction to Concepts, Methods and Uses, South-Western Cengage Learning, 2010

Barry J. Epstein and Eva K. Jermakowicz: Wiley IFRS: Interpretation and Application of International Accounting and Financial Reporting Standards 2010, Wiley, 2010

Thomas R. Ittelson: Financial Statements: A Step-by-Step Guide to Understanding and Creating Financial Reports, Career Press, 2010

Week	Topics
1.	Introduction. The context of accounting, basic requirements. The purposes and users of accounting. Fundamentals of financial accounting LO: Students will be able to understand the fundamentals of financial accounting
2.	Basic financial statements, statement of financial position, statement of profit or loss, statement of cash flows LO: Students will be able to understand the basic financial statements
3.	Introduction to International Accounting Standards/International Financial Reporting Standard LO: Students will be able to understand the structure and governance of the IFRS Foundation

4.	<p>The contents of financial statements, statement of financial position, comprehensive income (CI) other comprehensive income (OCI).</p> <p>LO: Students will be able to understand the contents of financial statements under IFRS</p>
5.	<p>The contents of financial statements, statement of changes in equity, statements of cash-flows, Notes</p> <p>LO: Students will be able to understand the contents of financial statements under IFRS</p>
6.	Spring holiday
7.	<p>Non-current Assets Held for Sale and Discontinued Operations (IFRS 5), Operating segments (IFRS 8),</p> <p>LO: Students will be able to understand the accounting treatment of Non-current Assets Held for Sale and Discontinued Operations, and the operating segments under IFRS</p>
8.	<p>Earnings per Share (EPS)</p> <p>LO: Students will be able to understand how Earnings per Share is calculated under IFRS</p>
9.	<p>The double-entry bookkeeping system. Journals, journalizing and posting transactions, adjusting and closing procedures, the composition of financial statements I.</p> <p>LO: Students will be able to understand the double-entry bookkeeping system</p>
10.	<p>The double-entry bookkeeping system. Journals, journalizing and posting transactions, adjusting and closing procedures, the composition of financial statements II.</p> <p>LO: Students will be able to understand the double-entry bookkeeping system</p>
11.	<p>Financial reporting issues, recognition of assets and liabilities, revenues/expenses I.</p> <p>LO: Students will be able to understand the recognition of assets, liabilities and revenues/expenses under IFRS</p>
12.	<p>Financial reporting issues, recognition of assets and liabilities, revenues/expenses II.</p> <p>LO: Students will be able to understand the recognition of assets, liabilities and revenues/expenses under IFRS</p>

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13.	Measurement of the elements of financial statements. LO: Students will be able to understand the measurement of the elements of financial statements under IFRS
14.	Depreciation of cost of assets. Measurement subsequent to initial recognition under IFRS LO: Students will be able to understand the depreciation of the cost of assets

Course title: Integrated Regional Development

Neptun code: GT_MVINE013-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Dr. Péter Horváth

Course goals:

The goals of the subject are to get the students acquainted with the system of regional development, its history in the European Union, programs in regional development, methods of regional planning, and practices for measuring regional (natural, social, economic) conditions.

Course content, topics:

- The regional policy of the European Union
- Concepts of regional development
- History of regional development
- Regions in Europe and Hungary
- Quantifying the performance of territories
- Europe 2020 strategy
- Priorities in subsidies in the period of 2014-2020
- The legal background and institutions of regional development
- Programs in regional development
- Methods for regional planning
- Quantifying the performance of regions – Case studies

Learning methods:

- understanding the relationships
- understanding the system

Assessment:

Recommended mark based on the essay and the presentation, otherwise written exam. Only students can get a valid grade who complete the essay and give a presentation. It is compulsory to take part in the last five lectures.

Compulsory readings:

- ppt materials of the lectures
- Baranyi, B. (2013): Integrated Regional Development. Theoretical Textbook, Debrecen.
http://www.tankonyvtar.hu/hu/tartalom/tamop412A/2011-0029_de_integrated_regional_development_theoretical/index.html
- Europe 2020 – A European Strategy for smart, sustainable and inclusive growth

COURSE DESCRIPTIONS

<http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf>

Recommended readings:

•Regional Development Policy <http://www.oecd.org/cfe/regional-policy/regionaldevelopment.htm>

Week	Topics
1.	Introduction, requirements
2.	The regional policy of the European Union
3.	Concepts of regional development
4.	History of regional development
5.	Regions in Europe and Hungary
6.	Quantifying the performance of territories
7.	Europe 2020 strategy
8.	Priorities in subsidies in the period of 2014-2020
9.	The legal background and institutions of regional development
10.	Programs in regional development
11.	Methods for regional planning
12.	Quantifying the performance of regions – Case studies I.
13.	Quantifying the performance of regions – Case studies II.
14.	Quantifying the performance of regions – Case studies III.

Course title: **Rural Sociology**

Neptun code: GT_MVINE004-17

Institute: Institute of Management and Organization Sciences

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Dr. György Norbert Szabados

Course goals:

Students of the course will be familiar with the sociologic approach of rural areas, terms, categories. In the framework of the course, major topics, historical events, issues of related social groups, works of most influential scholars, and research issues will be covered to prepare students to hold presentations and carry out even private examinations in the field.

Course content, topics:

(1) Requirements (2) Insight into rural sociology (3) Concepts of sociology I. (4) Concepts of sociology II. (5) Concepts of sociology III. (6) History of rural sociology I. (7) History of rural sociology II. (8) Researches in the field of rural sociology (9) Rural concepts, aspects (10) Representation of rurality, idyll, media (11) Rural areas, villages, towns I. (12) Rural areas, villages, towns II. (13) The homestead I. (14) The homestead II

Learning methods:

E-learning

Assessment:

In the framework of the course, presentations and additional professional materials (such as articles) are available, provided by the lecturer. The students are expected to prepare a theoretical topic based ppt and will be presented and discussed during class time. The requirement is colloquium, which will be fulfilled by the preparation of an empirical manuscript with the requirement to apply rural sociologic issues on a selected rural settlement and holding a theoretical presentation on it.

Compulsory readings: ppts and available literature:

Hillyard, S. (2007): The Sociology of Rural Life. Berg Publisher, Oxford., availability: <https://open.org/search?identifier=390771>

selected issues of Rural Sociology journal:
<https://onlinelibrary.wiley.com/journal/15490831>

COURSE DESCRIPTIONS

Week	Topics
1.	Introduction to requirements. LO: Learning the most important contents of the presentation.
2.	Insight into rural sociology. LO: Learning the most important contents of the presentation.
3.	The concepts of sociology I. LO: Learning the most important contents of the presentation.
4.	The concepts of sociology II. LO: Learning the most important contents of the presentation.
5.	The concepts of sociology III. LO: Learning the most important contents of the presentation.
6.	The history of rural sociology I. LO: Learning the most important contents of the presentation.
7.	The history of rural sociology II. LO: Learning the most important contents of the presentation.
8.	Researches in the field of rural sociology LO: Learning the most important contents of the presentation.
9.	Rural concepts, aspects LO: Learning the most important contents of the presentation.
10.	Representation of rurality, idyll, media LO: Learning the most important contents of the presentation.
11.	Rural areas, villages, towns I LO: Learning the most important contents of the presentation
12.	Rural areas, villages, towns II LO: Learning the most important contents of the presentation
13.	The homestead I. LO: Learning the most important contents of the presentation
14.	The homestead II. LO: Learning the most important contents of the presentation

Course title: **Agricultural Economics and Agricultural Policy**

Neptun code: GT_MVINE005-17

Institute: Institute of Sectoral Economics and Methodology

Classes per week: 2+1 Requirement: Exam Credit: 4

Responsible instructor: Dr. Mónika Harangi-Rákos

Course goals:

The aim of the course

to make students aware of the role of agricultural policy among economic policies. To obtain information about the connections of international agricultural policies, to get to know the place of agricultural policy and the established institutional system. Get to know the players in the product chain and the world market prospects of the most important products.

Course content, topics:

is to study the role of agriculture in the national economy, not only in the traditional approach but also from the viewpoint of agribusiness and multifunctional agriculture. The students will be able to put the topics discussed in an international perspective and get the skills to use the basic concepts in training. To have information about the EU will help them to build their future. The students will study the role of agricultural policy from the beginning of the EU integration, gain information about the international agricultural market and its theoretical background. To get information about the advancement of environmental policy and its principles can become the basis of knowledge-based thinking.

Learning methods:

The lectures are interactive, so students are constantly involved in the lecture, thus developing their skills. Within the framework of the lectures, renowned guest lecturers from a research institute broaden their horizons to the students.

1. Class attendance
2. Completing exercises
3. Submitting essay
4. Giving a presentation

Assessment:

To pass the course, students must achieve at least 60% on their research paper (which could be related to their final thesis). Every lecture/seminar starts with a short (10 minutes) quiz from the topic presented in the previous week's material. Completing the test may count as extra performance, which may increase the final grade.

Compulsory readings:

1. EU and OECD documents, reports and legislations
2. Scientific articles distributed weekly

Recommended readings:

3. EUROSTAT (2018): Farm structure statistics
http://ec.europa.eu/eurostat/statistics-explained/index.php/Farm_structure_statistics (on 6 June 2018)
4. Joachim von Braun, Volker ter Meulen, Dag Lorents Aksnes, Tim Benton, Alberto Garrido, Charles Godfray, Anne-Marie Hermansson, Sander Janssen, Christian Jung, Pavel Krasilnikov, Aifric O’Sullivan, Jozsef Popp, Angelika Schnieke, Barbara Wroblewska, Claudia Canales, Robin Fears – Robin Fears (szerk.) (2018): Opportunities and challenges for research on food and nutrition security and agriculture in Europe. Halle: EASAC Secretariat, 2017. 72 p. (34., EASAC policy report 34; (ISBN:978-3-8047-3811-9)
5. Krijn J. Poppe; Catherine Termeer, Maja Slingerland (editors) (2009): Transitions toward sustainable agriculture and food chains in peri-urban areas. Wageningen Academic Publishers

Week	Topics
1.	Agricultural Economics LO: Place of agriculture in the national economics
2.	The role of agribusiness in the national economy LO: Facts and figures of agriculture
3.	Resources of the agriculture I. LO: Natural resources
4.	Resources of the agriculture II. LO: Natural resources
5.	Economic structure LO: Market structures
6.	Price development in agriculture LO: Price and volatility development
7.	Food trade LO: Foreign trade in the European Union
8.	Agricultural foreign trade LO: Facts and figures of foreign trade
9.	Global challenges in the agriculture LO: Global issues until 2050

10.	Future challenges in the agriculture LO: Global issues until 2050
11.	Energy policy LO: Energy policy and bioeconomy
12.	Biofuels, new generation biofuels LO: Role of biofuels
13.	Agricultural foreign trade, World Trade Organization (WTO) LO: Institutions of foreign trade
14.	Summary LO: Summary and synthesis

Course title: **Integrated Settlement Development**

Neptun code: GT_MVINE025-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Prof. Dr. Attila Bai

Course goals:

To introduce the students: (1) the background information of successfully performing the tasks of settlement development, (2) the subdivisions of settlement development, (3) the special methods of economic evaluation, and to prepare the students for the use of these calculations in practice.

Course content, topics:

Principles of settlement, settlement network, investment analysis, urban development, urban structure, urban transport policy, actors and regulation of settlement development

Learning methods:

Lectures with modern infocommunication tools.

Interactive, electronic curriculum in the E-learning system, opportunity for consultation.

Short presentation possibility for students.

Assessment:

The students shall write a test in the last week of the semester. The prerequisite of the signature of the course is that the score of this test will reach or exceed 25% of the maximum score. Another prerequisite of the signature is the submission and the oral presentation of an own-made complex settlement development concept extended with investment analysis, with the pre-given content until the deadline via email. The head of the course is going to refuse to sign the course if each of the three requirements mentioned above is unsuccessful (e.g., in case of absence from the oral presentation, or overrun of the deadline of submission).

The grade of the test with a minimum 25% performance of the paper and of the oral presentation results in a proposed (average) grade, which can be corrected based on the Regulation of Studies during the exam period. To reach minimum “sufficient (2)” grade from each of the above-mentioned three partial grades (test, paper, presentation) is indispensable for the successful result of the semester. The activity of the students on lectures (participation, presentation) is considered for grading.

Assessment of performance of the test (grades):

- 0-24% refusal to sign the course
- 25-49%insufficient/fail (1)
- 50-59%sufficient/satisfactory (2)
- 60-69%intermediate (3)
- 70-79%good (4)
- 80-100% excellent (5)

Compulsory readings:

- Slides of the lectures
- Richard A. Brealey, Stewart C. Myers, Alan J. Marcus: Fundamentals of Corporate Finance Third Edition UNIVERSITY OF PHOENIX. ISBN 0-07-553109-7. McGraw-Hill Primis Custom Publishing (pp. 33-109, 163-201, 339-407, 435-485)

Recommended readings:

- D Devuyt: Human Settlement Development Information and Knowledge. <https://www.eolss.net/Sample-Chapters/C13/E1-46A-05-09.pdf>
- A. Bai, E. Durkó, K. Tar, J. B. Tóth, I. Lázár, L. Kapocska, A. Kircsi, B. Bartók, R. Vass, J. Péntzes, T. Tóth: Social and economic possibilities for the energy utilization of fitomass in the valley of the river Hernád Renewable Energy, Volume 85, doi:10.1016/j.renene.2015.06.069 IF (2015): 3,404, ISSN: 0960-1481, January 2016, Pages 777–789

Week	Topics
1.	Introduction of requirements Principles of settlement development I. LO: Knowledge of development energies of settlement
2.	Principles of settlement development II. LO: Knowledge of the relationship between settlement, types of rural regions
3.	Investment analysis I. LO: Knowledge of money value of time
4.	Investment analysis II., Knowledge of dynamic indicators used in investment analysis (NPV, IRR, PI, DPP)
5.	Introduction of the paper submitted LO: The requested structure of the paper submitted
6.	Development of settlements, consultation on paper LO Knowledge of development of settlements

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7.	Structure of settlements, consultation on paper LO Knowledge of the structure of settlements
8.	Sustainable cities, consultation on paper LO Knowledge of sustainable cities
9.	Sustainable Energy Action Plan (SEAP), consultation on paper LO Knowledge of SEAP
10.	Transport policy of settlements I., consultation on paper LO Knowledge of transport policy of settlements
11.	Transport policy of settlements II., consultation on paper LO Knowledge of transport policy of settlements
12.	Participants of settlement development, legal framework LO Knowledge of participants of settlement development and the legal framework of the operation of municipalities
13.	Oral defence of the papers LO: Improving the presentation ability and debate skills
14.	Writing of test, introducing the right solutions and their whys LO: Understanding the hidden connections

Course title: **Project Management**

Neptun code: GT_MVINE003-17

Institute: Institute of Applied Economics Sciences

Classes per week: 0+2 Requirement: Term mark

Credit: 3

Responsible instructor: Dr. István Szűcs

Course goals:

The main aim of the course is to give an insight into the most widely accepted techniques and theoretical considerations of general project management. Discussion and practical problem solving involve all the main functions of project management from the project definition to the project evaluation. The specific aim of this course is to provide a step-by-step procedure for preparing a rural development project plan using the tools and techniques necessary to complete it. The course goes beyond merely discussing what is required in the rural development analyses; it explains why certain information is required, how it may be best presented. The other goal of the course is to get students acquainted with project management basics, methodology, and critical project management features (e.g., project, planning, organization, implementation, monitoring, and evaluation, etc.). After acquiring the subject, students will be able to prepare and carry out projects and acquire the basic knowledge needed to make the applications. In the part of the course, the student prepares a project plan for a rural development project under the guidance of the lecturer.

Course content, topics:

Theoretical and practical knowledge about project management basic definitions, functions (definition, planning, procurement, quality management, time and cost control, project examination) and techniques (problem and objective trees, Gantt charts, network diagrams, line of balance, time and cost control calculations).

Learning methods:

Lectures are responsible for transferring theoretical knowledge and basic concepts. Seminars are there to discuss these topics interactively as well as to solve problems related to them in teams or individually (case studies, specific methods or techniques, etc.). The emphasis of the seminars is on quantitative project planning techniques.

Assessment:

Students will be given an individual homework assignment related to the curriculum for each lesson, which will be presented by everyone using the webinar if the oral presentation prohibited by law. For each lesson

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presentation material (ppt. file) related to the rural development project must be prepared: STEEP analysis; SWOT/TOWS analysis; problem tree; objective tree; stakeholder analysis; logical framework matrix (LFM). The lecturer evaluates the student tasks; their results are included in the final grade (max. score 40 points). To solve the tasks, the instructor also provides a consultation opportunity as needed. During the examination period, students will individually create a rural development project plan based on fictitious data and information in the manner, content, and form provided in the eLearning interface. The lecturer evaluates the project plan; their results are included in the final grade (max. score 60 points). This gives you a total of 100 points (40+60=100). A minimum power of 60% is required. All students must upload the final version of the homework and project plan to the eLearning site.

The semester ends with a practical assignment. The final result (five-grade) will be evaluated according to the following schedule: failed (1) 0–59%; satisfactory (2) 60–66%; average (3) 67–75%; good (4) 76–84%; excellent (5) 85–100%.

Readings:

Eric Verzuh (2005): *The fast forward MBA in Project Management*. John Wiley & Sons, Inc., Hoboken, New Jersey

Jack R. Meredith – Samuel J. Mantel, Jr. (2009): *Project management – A Managerial Approach*, Seventh edition, USA, John Wiley & Sons, Inc.

Patrick Lencioni (2002): *The five dysfunctions of a team*. Jossey-Bass

Nancy Kline (2015): *More Time to Think*. Cassell

Weeks	Topics
1.	The theoretical background of the PM: definitions, project types, project phases. Creating definitions based on keywords and interpreting them; defining project types. Learning outcomes: Knows and understands the major project management concepts. They know the definitions and main features of projects and project-like operation, the basic toolkit of project management. He is aware of the operational environment of the projects, the basic concepts of the PM.
2.	Project Preparation/Planning I: Project Planning Process and Methodology; Situation analysis/situation exploration: problem analysis (problem tree). Learning outcomes: Knows and understands problem analysis methods and is able to apply them.

3.	Project Preparation/Planning II: Situation analysis/situation exploration: goal analysis (goal tree, goal setting, indicators, SMART, QQTP principles). <i>Learning outcomes:</i> Knows and understands goal analysis methods and is able to apply them.
4.	Project Preparation/Planning III: Situation analysis/situation exploration: STEEP analysis on the example page of a developing country. <i>Learning outcomes:</i> Knows and understands STEEP analysis methods and is able to apply them.
5.	Project Preparation/Planning IV: Situation analysis/situation exploration: SWOT analysis on the example page of a cumulatively disadvantaged rural area. <i>Learning outcomes:</i> Knows and understands SWOT analysis methods and is able to apply them.
6.	Project Preparation/Planning IV: Situation analysis/situation exploration: SWOT analysis on the example page of a cumulatively disadvantaged rural area. <i>Learning outcomes:</i> Knows and understands SWOT analysis methods and is able to apply them.
7.	Project Preparation/Planning VI: Stakeholder analysis on the example page of a project proposal. <i>Learning outcomes:</i> The student knows and understands Stakeholder analysis methods and is able to apply them.
8.	Project Preparation/Planning VII: Logical Framework Approach (LFA); Logical Framework Matrix (LFM) on the example page of a project proposal. <i>Learning outcomes:</i> The student knows and understands Logical Framework Approach and is able to apply them. The student can use the Logical Framework Matrix
9.	Project Preparation/Planning VIII: Project Activity Planning and Time Planning: Network Planning, Gantt Chart. Creating an activity sheet, activity-oriented network plan, and Gantt diagram related to your previous project proposal. <i>Learning outcomes:</i> The student knows and understands the two basic methods of project scheduling and is able to apply it in practice and can produce a structured project activity data sheet.
10.	Resource (input) planning and cost planning of projects, budget tables of projects. Prepare a fictitious resource plan and project budget. Content and form requirements of the quotation. <i>Learning outcomes:</i> The student knows and understands the basics of project resource (input) planning and cost planning and is able to apply them in practice.

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11.	Project organization, project management, PM team building, project communication (levels, forms, policies, PR), project communication plan. Creating and evaluating a fictitious project organization chart. Preparing a project communication plan. <i>Learning outcomes:</i> The student knows the basic project organization structures, is aware of their advantages and disadvantages and is able to develop a project concept in team work.
12.	Project Risk and Risk Management: Creating and Evaluating a Risk Management Matrix. Sustainability and dissemination of rural development projects. <i>Learning outcomes:</i> The student is aware of the potential risk factors of major project types and is able to implement risk management for a particular project. The student is able to prepare a dissemination and sustainability plan for a rural development project.
13.	Structure of the project plan and feasibility study of a rural development project. Structure of a project plan presentation. <i>Learning outcomes:</i> The student is able to develop a project plan and a feasibility study and to prepare their presentation material.
14.	Project plan presentation. <i>Learning outcomes:</i> The student will be able to keep a project presentation.

Course title: **Economics of Agricultural Markets**

Neptun code: GT_MVINE007-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+1 Requirement: Exam Credit: 4

Responsible instructor: Dr. Krisztián Kovács

Course goals:

The main goal of the course to give the basic theoretical introduction of the economics concepts and models of the agricultural markets. The specific aim of this course is to provide a step-by-step procedure for preparing an agricultural sectoral analysis and the tools and techniques necessary to complete it. The course goes beyond merely discussing what is required in the agricultural sectoral analyses; it explains why certain information is required, how it may be best presented.

Course content, topics:

- Introduction of the course and background
- Overview of markets and marketing
- Structure of Agriculture Market Analyses
- Measuring the economic importance of agricultural and food marketing activities
- Index numbers
- Supply-demand and elasticity concepts
- Models of market behaviour / Alternative market structures
- Spatial characteristics of markets
- Local markets and international trade (model and policies)
- Storage decisions in the marketing of agricultural and food products
- Coping with risk in agriculture
- Future markets/Fundamentals of hedging
- Options markets and their uses

Learning methods:

The students prepare a market analysis in a team of 1-2 people. The main content and formal requirements of the market analyses are contained in the appendix to the course program, which is supplemented by the instructor's regulations. The essay can be submitted electronically by sending it to the instructor's e-mail address. The preparation of the homework without proper content and form requirements and the failure to comply with the deadline will result in the rejection of the essay and the course signature.

Following the submission of the market analyses, the students will give an oral presentation and defend their work in 15 minutes.

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The theoretical questions and practical (computational) tasks in the oral exam are formulated from the course topics as true-false questions, definition-type questions, explaining questions, as well as simpler or more complex computing tasks.

Assessment:

The semester ends with a practical assignment. The calculation of the final grade is as follows:

The agricultural market analyse and defence: 30% (The success of the assignment for its professional quality, the professionalism of the plan, as well as based on correct information)

Written examination: 70%

The semester will be considered successful if the student reaches 50-50% in the written exam and the assignment (Arg. Market Analyses) as well. The final result will be evaluated according to the following schedule:

0–50% failed (1)

51–60% satisfactory (2)

61–74% average (3)

75–90% good (4)

91–100% excellent (5)

Compulsory readings:

–Ronald A. Schrimper: *Economics Of Agricultural Markets*, North Carolina State University 2001, Upper Saddle River, New Jersey 07458, Isbn 0-13-775776-X

–Helmberger, Peter G., Et Al. *The Economics Of Agricultural Prices*. Prentice-Hall Inc., 1996.

Recommended Readings:

–Colman, David; Young, Trevor. *Principles Of Agricultural Economics: Markets And Prices In Less Developed Countries*. Cambridge University Press, 1989.

–Kohls, Richard Louis, Et Al. *Marketing Of Agricultural Products*. Macmillan Publishing Company, 1990.

–Jensen, Robert T. *Information, Efficiency, And Welfare In Agricultural Markets*. *Agricultural Economics*, 2010, 41.S1: 203-216.

–Hardaker, J. Brian (Ed.). *Coping With Risk In Agriculture*. Cabi, 2004.

–Moschini, Giancarlo; Hennessy, David A. *Uncertainty, Risk Aversion, And Risk Management For Agricultural Producers*. *Handbook Of Agricultural Economics*, 2001, 1: 87-153.

Week	Topics
1.	<p>Introduction of the requirements; Elements; LO: Students know the basic concepts and elements of business planning.</p>
2.	<p>Overview of markets and marketing; LO: Students know the various markets, their specifics, and the basic relationships between them. They are familiar with the basic goals and objectives of the markets and marketing.</p>
3.	<p>Structure of Agriculture Market Analyses; LO: Students know the basic methodological and professional issues of market analyses</p>
4.	<p>Measuring the economic importance of agricultural and food marketing activities; LO: Students know the methodological and professional issues of different food market activities, the specialties of the agricultural markets, methods, and detailed content of it.</p>
5.	<p>Sectorial analysis; LO: Students are familiar with the main professional and methodological issues of sectorial analysis, they can collect secondary data, to present an industry and to make findings and conclusions about the situation of the proposed enterprise within the industry.</p>
6.	<p>Index numbers; LO: Students know the technique of doing different index numbers like consumer's price index or producers price index. What is the difference between these index numbers and how we created it?</p>
7.	<p>Supply-demand and elasticity concepts; LO: Students know the professional issues to be addressed in the supply and demand concept and the different kinds of elasticity concepts.</p>
8.	<p>Models of market behavior / Alternative market structures; LO: Students know the professional questions to be answered in alternative market structures like a competitive market and monopoly. They know the differences between the two in the agricultural markets.</p>

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9.	Spatial characteristics of markets; Local markets and international trade (model and policies) LO: Students can develop economic models related to trade and policies. They know their properties as well.
10.	Storage decisions in the marketing of agricultural and food products; LO: Students know the storage decision problem and what to count under these assumptions. How can you decide and what to consider in this situation in agriculture.
11.	Future markets/Fundamentals of hedging, Options markets, and their uses; LO: Students know the methods and indicators used to analyze future and hedge markets in agriculture products.
12.	Risk management; Coping with risk in agriculture LO: Students know the forms and types of risks that can arise in the business and the general tools and methods that can be applied to control them.
13.	Presentation of business plan – professional and structural content; LO: Students know the professional and structural content of the presentation of a market analysis.
14.	Student presentations; LO: As a result of the presentation, students will be able to highlight and introduce the most important relationships and develop their presentation and debate skills.

Content and form requirements of the business plan

The required structure and content requirements of the business plan:

Cover page;

Contents;

1. Identification data;
2. Executive summary;
3. General company description;
4. Sectorial analysis;
5. Products and services;
6. Operational plan;

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7. Marketing plan;
 8. Management and organization;
 9. Capitalization and structure;
 10. Financial plan;
 11. Risk management;
 12. Schedule of major milestones;

Annexes;

It is a requirement for each chapter to be elaborated in detail with the topic. Submission of a business plan with incomplete content (missing chapter) will result in the rejection of the essay and the course signature.

Formal requirements of the business plan:

- Min. 35 pages;
- Font type: Times New Roman, font-size: 12, single spacing, margin: 2.5 cm;
- For the editing of tables and figures and other formal requirements, the formal requirements of the diploma work are guiding.
- The essay can be submitted electronically by sending to the instructor's e-mail address, which includes three files:
 - 1) Business plan in a Word document (*.doc);
 - 2) An excel document containing figures and background calculations presented in the business plan (*.xls);
 - 3) Slides of the presentation (*.ppt);

Course title: **Economics of Agriculture Sectors**

Neptun code: GT_MVINE024-17

Institute: Institute of Institute of Applied Informatics and Logistics

Classes per week: 2+1 Requirement: Exam Credit: 3

Responsible instructor: Dr. János Felföldi

Course goals:

We aim to introduce the agricultural systems, those plant production parts, and their economic role. Besides, the course involves the economic contexts of the main crop production sectors and its features. Moreover, the students must be acquainted with the management part of agricultural enterprises and its influential factors. Finally, we will introduce the mechanism and the means of market regulation in connection with the sectors each by each.

Course content, topics:

Basics of enterprise and farm business. Sector analysis and activities connected, Importance of crop production in agriculture, Economic questions of production structure, Economic parts of mechanization and crop protection, Economic questions of nutrition management and irrigation, Economic parts of the production of cereals, Economic questions of oily, leguminous plants and tobacco, Economic questions of corn production, Economic questions of sugar beet, Economic question of potato, EU's regulatory system regarding the main agricultural sectors.

Learning methods:

Presentation is a frontal mode of teaching, using PowerPoint and materials and articles that are currently discussing a topic. In the exercises, case studies, real examples are learned, and jointly processed.

Assessment:

An oral examination that may result in from 1 to 5, which grade will be calculated as a combined one with those results coming from the performances over the semester.

Compulsory readings:

The PPT-s of the lectures and handouts on agri-food sectors

Recommended readings:

Statistics of FAO and EUROSTAT; Other agri-food databases

Week, date	Topic	LO
Week 1	Basics of enterprise	lecture: Entrepreneurial knowledge seminar: case examples for entrepreneurial knowledge
Week 2	Human resources management	lecture: Human resources management seminar: case examples for HRM
Week 3	Strategic management	lecture: Strategic management seminar: case examples for strategic management
Week 4	Sector analysis and activities connected	lecture: Sector analysis and activities connected seminar: case examples for sector analysis and activities connected
Week 5	Importance of crop production in agriculture	lecture: Importance of crop production in agriculture seminar: case examples for the importance of crop production in agriculture
Week 6	Economic questions of the production structure	lecture: Economic questions of the production structure seminar: case examples for economic questions of crop enterprise structure
Week 7	Economic parts of mechanization and crop protection	lecture: Economic parts of mechanization and crop protection seminar: case examples for economic parts of mechanization and crop protection

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Week 8	Economic questions of nutrition management and irrigation	lecture: Economic questions of nutrition management and irrigation seminar: case examples for economic questions of nutrition management and irrigation
Week 9	Economic parts of the production of cereals	lecture: Economic parts of the production of cereals seminar: case examples for economic parts of the production of cereals
Week 10	Economic questions of oily, leguminous plants and tobacco	lecture: Economic questions of oily, leguminous plants and tobacco seminar: case examples for economic questions of oily, leguminous plants and tobacco
Week 11	Economic questions of corn production	lecture: Economic questions of corn production seminar: case examples for economic questions of corn production
Week 12	Economic questions of sugar beet	lecture: Economic questions of sugar beet seminar: case examples for economic questions of sugar beet
Week 13	Economic question of potato	lecture: Economic question of potato seminar: case examples for the economic question of potato
Week 14	EU's regulatory system regarding the main agricultural sectors	lecture: EU's regulatory system regarding the main agricultural sectors seminar: case examples for EU's regulatory system regarding the main agricultural sectors

Course title: **Business Consulting**

Neptun code: GT_MVINE015-17

Institute: Rural Development, Tourism and Sports Management

Classes per week: 2+1 Requirement: Exam Credit: 4

Responsible instructor: Dr. Károly Pető

Course goals:

The subject aims to get the students acquainted with the basis of the developing and supporting extension service and with the knowledge relating to general and professional methodology. Within all these, the primary objective is to introduce the elements of business extension service, to detail the process and the tools of extension, and to get to know the operation of extension organizations.

The students will be able to reveal and define the existing problems and select the necessary extension organization

Course content, topics:

Basic terms of Business Consulting

Types and process of Business Consulting

Decision Making and Business Reorganization

Learning methods:

knowledge building, lecture, explanation

Assessment:

mark of written exam

Compulsory readings:

Ray, G. L.: Extension Communication and Management, Kalyani Publishers, 2015

Recommended readings:

Nell, W.T. – Napier, R.J.: Strategic Approach to Farming Success, International Farm Management Association, 2005

COURSE DESCRIPTIONS

Week	Topics
1.	Business Consulting forming and development
2.	Basic terms of Business Consulting (Importance, Definitions, Goals of Business Consulting)
3.	Main specifications of Business Consulting and importance of Hungarian economic life
4.	Main areas of Business Consulting, knowledge-intense services main characteristics
5.	Business Consulting as a service, Features of Consultant
6.	Different types of Business Consulting
7.	Process of Business Consulting
8.	Psychology of Business Consulting, coaching
9.	Knowledge transfer methods I (Individual and group communications methods)
10.	Knowledge transfer methods II (Public communications methods, training organization)
11.	Decision Making
12.	Crisis Forecast
13.	Business Reorganization
14.	Written exam or Test

Course title: **Alternative Management**

Neptun code: GT_MVINE016-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+1 Requirement: Exam Credit: 3

Responsible instructor: Prof. Dr. Attila Bai

Course goals:

To introduce (1) the plant production possibilities excluding conventional food-, or feed production, (2) the characteristics, production technology, utilization and economics of the most important energy plant, plantations and varieties to the students, (3) The most significant biomass-energy methods, (4) The specialties of planning and operation of biomass-energy projects. A complex and vertical economic approach will be emphasized.

Course content, topics:

Alternative farming opportunities, the importance of biomass, general characterization of energy crops, their connection to rural development
Biomass energy technologies (direct combustion, densification, biogas, biofuels)

Woody and herbaceous energy crops, energy varieties, by-products

Aspects of economic evaluation, design of biomass energy plants

Oral defence of the plan

Learning methods:

Lectures with modern infocommunication tools.

Interactive, electronic curriculum in the E-learning system, opportunity for consultation.

Short presentation possibility for students.

Assessment:

The students shall write a test in the last week of the semester. The prerequisite of the signature of the course is that the score of this test will reach or exceed 25% of the maximum score. Another prerequisite of the signature is the submission and the oral presentation of an own-made calculation on a biomass energy plant, with the pre-given content till the deadline via email. The head of the course is going to refuse to sign the course if each of the three requirements mentioned above is unsuccessful (e.g., in case of absence from the oral presentation, or overrun of the deadline of submission).

The grade of the test with a minimum 25% performance of the paper and of the oral presentation results in a proposed (average) grade, which can be corrected based on the Regulation of Studies during the exam period. To

reach minimum “sufficient (2)” grade from each of the above-mentioned three partial grades (test, paper, presentation) is indispensable for the successful result of the semester. The activity of the students on lectures (participation, presentation) is considered for grading.

Assessment of performance of the test (grades):

- 0-24% refusal to sign the course
- 25-49% insufficient/fail (1)
- 50-59% sufficient/satisfactory (2)
- 60-69% intermediate (3)
- 70-79% good (4)
- 80-100% excellent (5)

Compulsory readings:

Slides of the lectures

Recommended readings:

•Bai, E. Durkó*, K. Tar, J. B. Tóth, I. Lázár, L. Kapocskas, A. Kircsi, B. Bartók, R. Vass, J. Péntzes, T. Tóth: Social and economic possibilities for the energy utilization of fitomass in the valley of the river Hernád. RENEWABLE ENERGY, Volume 85, doi:10.1016/j.renene.2015.06.069 ISSN: 0960-1481, January 2016, Pages 777–789

•Attila Bai*, Péter Jobbágy, Ferenc Farkas, József Popp, Gábor Grasselli, János Szendrei, Péter Balogh, Technical and environmental effects of biodiesel use in local public transport, TRANSPORTATION RESEARCH PART D: TRANSPORT AND ENVIRONMENT, Volume 47, August 2016, Pages 323-335, ISSN 1361-9209, <http://dx.doi.org/10.1016/j.trd.2016.06.009>.

(<http://www.sciencedirect.com/science/article/pii/S1361920916303601>)

•Attila Bai, József Popp, Károly Pető, Irén Szőke, Mónika Harangi-Rákos*, and Zoltán Gabnai: The Significance of Forests and Algae in CO₂ Balance: A Hungarian Case Study. Sustainability 2017, 9, 857-880; doi:10.3390/su9050857

•Bai A.*, Stündl L., Bársony P., Jobbágy P., Herpergel Z., Fehér M., Vaszkó G.: Algae production on pig sludge. AGRONOMY FOR SUSTAINABLE DEVELOPMENT. ISSN: 1774-0746 (print version) ISSN: 1773-0155 (electronic version) DOI: 10.1007/s13593-011-0077-2, 2012, pp. 611-618.

•Erika Kurucz, Miklós G. Fári, Gabriella Antal, Zoltán Gabnai*, József Popp, Attila Bai: Opportunities for the production and economics of Virginia fanpetals (*Sida hermaphrodita*), Renewable and Sustainable Energy Reviews, Volume 90, 2018, Pages 824-834, ISSN 1364-0321,

<https://doi.org/10.1016/j.rser.2018.04.007>.

(<http://www.sciencedirect.com/science/article/pii/S1364032118302156>)

•Hungarian Energy and Public Utility Regulatory Authority: Information on the Renewable Energy Support System (METÁR), August 2018

•József Popp; Mónika Harangi-Rákos*; Zoltán Gabnai; Péter Balogh; Gabriella Antal; Attila Bai: Biofuels and Their Co-Products as Livestock Feed: Global Economic and Environmental Implications MOLECULES (ISSN: 1420-3049) 21: (3) Paper 285. 26 p. (2016)

•Liangcheng Yang, Xumeng Ge, Caixia Wan, Fei Yu, Yebo Li: Progress and perspectives in converting biogas to transportation fuels, Renewable and Sustainable Energy Reviews, Volume 40, 2014, Pages 1133-1152, ISSN 1364-0321,<https://doi.org/10.1016/j.rser.2014.08.008>.

(<http://www.sciencedirect.com/science/article/pii/S1364032114006844>)

•Máté Fuchsz, Norbert Kohlheb: Comparison of the environmental effects of manure- and crop-based agricultural biogas plants using life cycle analysis, Journal of Cleaner Production, Volume 86, 2015, Pages 60-66, ISSN 0959-6526,<https://doi.org/10.1016/j.jclepro.2014.08.058>.

(<http://www.sciencedirect.com/science/article/pii/S0959652614008816>)

•Nagy, Dávid; Balogh, Péter*; Gabnai, Zoltán; Popp, József; Oláh, Judit; Bai, Attila: Economic Analysis of Pellet Production in Co-Digestion Biogas Plants. Energies 2018, 11, 1135; doi:10.3390/en11051135. ISSN 1996-1073, <http://www.mdpi.com/1996-1073/11/5/1135>

Week	Topics
1.	Introduction of requirements Alternative management in plant production. LO: Global challenges, types of alternative farming
2.	A general overview of biomass, energy plants, general energetics LO: Importance of energy, competitive energy sources, legal background
3.	Biomass-energy methods I. (direct burning) LO: Importance of direct burning, types of technologies, their role in rural development and effect on other branches
4.	Biomass-energy methods II. (biogas) LO: Importance of biogas production, types of technologies, their role in rural development and effect on other branches

COURSE DESCRIPTIONS

5.	Biomass-energy methods III. (liquid biofuels) LO: Importance of biofuels, biodiesel, biogas and next-generation biofuels, food versus energy debate, their role in rural development and effect on other branches
6.	General economic analysis and planning of bio-energy methods, calculations of bioenergy plants I. LO: Three-sided comparative analysis, vertical and system analysis, main cost factors, planning of district heating and CHP systems
7.	Calculations of bioenergy plants II. LO: Planning of biogas, biodiesel and bioethanol plants
8.	Consultation of the paper LO: Understanding of problems emerging during the planning
9.	Woody energy plants and plantations LO: Importance and economic evaluation of forests and short rotation coppices
10.	Herbaceous energy plants and plantations LO: Importance and economic evaluation of conventional and novel energy crops
11.	Energy varieties, algae production, by-products LO: Importance and economic evaluation of special energy varieties of crops, algae, and by-products
12.	Oral presentation of the papers LO: Improving the presentation ability and debate skills
13.	Oral presentation of the papers LO: Improving the presentation ability and debate skills
14.	Writing of test, introducing the right solutions and their whys LO: Understanding the hidden connections

Course title: **Local Economic Development**

Neptun code: GT_MVINE017-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+0 Requirement: Exam Credit: 3

Responsible instructor: Dr. László Posta

Course goals:

The goal of the course that students understand the meaning and content of local economic development. They have to know the construction of a local economic development strategy in general and in detail. They will be able to evaluate case studies in the field of LED.

Course content, topics:

The main topics of the subject: Introduction, What Is Local Economic Development?; The LED Strategic Planning Process in General; The LED Strategic Planning Process in Details, Stage 1 – 5.; Case studies in the field of LED (1 – 3.)

Learning methods:

Participation in lectures is recommended, attendance occasionally checked by the regulation of studies and examinations, and the code of ethics of the University of Debrecen and Faculty of Economics and Business.

Assessment:

At the end of the semester, students take a written examination on the whole material of the lectures, for what they get a five-grade result. Within the creation of their final result, the activity of students within the field of case studies is also considered.

Compulsory readings:

1.Gwen Swinburn – Soraya Goga – Fergus Murphy: Local Economic Development: A Primer Developing And Implementing Local Economic Development Strategies And Action Plans The World Bank, Cities of Change, Bertelsmann Stiftung 2006. 1 – 91.p.

2.Gwen Swinburn – Fergus Murphy (Editors): Local Economic Development Strategic Planning And Practice Casebook A Knowledge Product of Cities of Change 2010. 1 – 139. p.

Recommended readings:

1. Understanding Your Local Economy – A Resource Guide for Cities The Cities Alliance, 2007. Washington D.C., USA 1 – 148.p.

2. Douglas Webster – Larissa Muller: Urban Competitiveness Assessment in Developing Country Urban Regions: The Road Forward The World Bank, Washington D.C., USA 2000. 1 – 48.p.

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Week	Topics
1.	Introduction, What Is Local Economic Development? LO: Students learn the meaning of Local Economic Development
2.	The LED Strategic Planning Process in General I. LO: Students learn the first part of the general steps of LED strategic planning.
3.	The LED Strategic Planning Process in General II. LO: Students learn the second part of the general steps of LED strategic planning.
4.	The LED Strategic Planning Process in Details: Stage One: Organising the Effort LO: Students learn in detail the first stage of a LED strategy.
5.	Stage Two: Local Economy Assessment 1. LO: Students learn in detail the second stage of a LED strategy.
6.	Stage Two: Local Economy Assessment 2. LO: Students learn in detail the second stage of a LED strategy.
7.	Stage Three: Strategy Making 1.: Vision, Goals, Objectives LO: Students learn in detail the third stage of a LED strategy. They learn how to create vision, goals, and objectives.
8.	Stage Three: Strategy Making 2.: Programs, Projects LO: Students learn in detail the third stage of a LED strategy. They learn how to create programs and projects.
9.	Stage Four: Strategy Implementation LO: Students learn in detail the fourth stage of a LED strategy.
10.	Stage Five: Strategy Review LO: Students learn in detail the fifth stage of a LED strategy.
11.	Case study 1. – City of Smolyan (Bulgaria) LO: Students learn the practice of LED strategy-making through a case study of Smolyan.
12.	Case study 2. – City of Rezekne (Latvia) LO: Students learn the practice of LED strategy-making through a case study of Rezekne.
13.	Case study 3. – City of Poprad (Slovak Republic) LO: Students learn the practice of LED strategy-making through a case study of Poprad.
14.	Written examination LO: Students give a view of their knowledge

Course title: **Analysis of Agricultural Programs**

Neptun code: GT_MVINE021-17

Institute: Institute of Sectoral Economics and Methodology

Classes per week: 0+2 Requirement: Exam Credit: 2

Responsible instructor: Dr. Mónika Harangi-Rákos

Course goals:

to present the basic agricultural policies and programs, and the driving forces (social, economic, and environment) behind them. Special focus is devoted to the Common Agricultural Policy (CAP), the bilateral trade agreements, and their effect on the agricultural policy.

Course content, topics:

is to study the role of agriculture in the national economy, not only in the traditional approach but also from the viewpoint of agribusiness and multifunctional agriculture. The students will be able to put the topics discussed in an international perspective and get the skills to use the basic concepts in training. To have information about the EU will help them to build their future. The students will study the role of agricultural policy from the beginning of the EU integration, gain information about the international agricultural market and its theoretical background. To get information about the advancement of environmental policy and its principles can become the basis of knowledge-based thinking.

Learning methods:

Students need to process independent sub-areas within the framework of the lesson. Besides, at the end of each lesson, a current article from the international literature is analyzed.

1. Class attendance
2. Completing exercises
3. Submitting essay
4. Giving a presentation

Assessment:

To pass the course, students must achieve at least 60% on their research paper (which could be related to their final thesis). Every lecture/seminar starts with a short (10 minutes) quiz from the topic presented in the previous week's material. Completing the test may count as extra performance, which may increase the final grade.

Compulsory readings:

1. EU and OECD documents, reports and legislations
2. Scientific articles distributed weekly

Recommended readings:

- 3.Joachim von Braun, Volker ter Meulen, Dag Lorents Aksnes, Tim Benton, Alberto Garrido, Charles Godfray, Anne-Marie Hermansson, Sander Janssen, Christian Jung, Pavel Krasilnikov, Aifric O’Sullivan, Jozsef Popp, Angelika Schnieke, Barbara Wroblewska, Claudia Canales, Robin Fears – Robin Fears (szerk.) (2018): Opportunities and challenges for research on food and nutrition security and agriculture in Europe. Halle: EASAC Secretariat, 2017. 72 p. (34., EASAC policy report 34;(ISBN:978-3-8047-3811-9)
- 4.EC (2017): European Commission. Proposal for a Directive of the European Parliament and of the Council on the promotion of the use of energy from renewable sources, This document corrects document COM (2016) 767 final of 30.11.2016, <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016PC0767R%2801%29>
- 5.EUROSTAT (2017): Agricultural, forestry and fishery statistics. Statistical books.http://ec.europa.eu/eurostat/statistics-explained/index.php/Agriculture,_forestry_and_fishery_statistics
- 6.Pranav K Desai - Agricultural Economics; John B. Penson - Introduction to Agricultural Economics-Pearson
- 7.Andrew Barkley and Paul W. Barkley-Principles of Agricultural Economics

Week	Topics
1.	Agricultural Economics LO: The role of agriculture in the general economics
2.	The role of agribusiness in the national economy LO: The role of agriculture in the general economics
3.	Agricultural foreign trade LO: Foreign trade in agriculture
4.	Economic structure LO: Economic theories of agriculture
5.	Foundation of the EU LO: The short history of the EU
6.	Institutions of the EU LO: The main institutions of the EU
7.	Economic and Monetary Union, EU budget LO: The specific economic and monetary framework of the EU

8.	Future challenges in the agriculture LO: Global challenges until 2050
9.	The beginning of the CAP LO: The CAP before 1990
10.	A short history of the CAP until 1992 LO: The CAP before 1990
11.	Reforms of the CAP LO: CAP reforms and their role in the changes of the CAP
12.	The operation of the CAP LO: How does the CAP work?
13.	The CAP between 2014 and 2020. The future of the CAP LO: The prospects of the CAP
14.	Summary LO: Summary and exam preparation

Course title: **Community Development**

Neptun code: GT_MVINE101-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+0 Requirement: Exam Credit: 2

Responsible instructor: Dr. Mónika Harangi-Rákos

Course goals:

that the students deepen their knowledge and understanding about local communities and their integration in society. Understanding the role of the individual and the individuals' role in developing the community

Course content, topics:

to acquaint the student with the outstanding role of community development. They can also place the topics discussed in an international perspective, gain the skills to use the basic concepts during the training.

According to Vilmos Csányi (2012), if a culture of cooperation is established and some generations socialize on it, the European Union can become a very well-functioning "nation", a cultural community. Understanding and recognizing the role of the individual in community development is essential. To get acquainted with the most important theories and methodological issues of community development, which are also the basis for the success of rural development.

Learning methods:

Due to the interactive nature of the lectures, students are constantly involved in the lecture, thus developing their skills. Within the framework of the lectures, renowned guest lecturers broaden students' horizons. Tools used: lecture, knowledge building, lecture, dialogue, case study, training, action learning, gamification.

Assessment:

From the topics published at the beginning of the semester, the groups must make a presentation by the given deadline. The presentation should be uploaded to the e-learning system, which will be evaluated at the end of the semester. The lecture materials and the accompanying written materials are available to the students. The evaluation of the semester's work during the examination period ends with a test (colloquium) written in the e-learning system from the material of the lectures uploaded by the instructor. If the student was unable to pass the exam "A", "B" and "C" options available, according to the general exam rules of the University. The results will be assessed based on a written exam covering the whole year.

Compulsory readings:

Collection of articles, lecture materials, case studies published during the semester.

Recommended readings:

Illeris, Knud (2015): The Development of a Comprehensive and Coherent Theory of Learning. European Journal of Education Special Issue: What Is Learning For? Volume 50, Issue 1, pp. 29–40, March 2015

Grayson, John: Civil Society, Community Development – training module, 2000

Week	Topics
1.	Defining community development, community reports LO: Creating a learning document and learn how to make a difference between communities
2.	Basic functions of a Community LO: Recognize and learn the functions in a Community
3.	Community development as a profession and a movement LO: Understanding the individual roles
4.	Examining values, mission, vision in community development LO: Self-knowledge
5.	Measures adapted to the development of the community LO: Understanding the roles of measures
6.	Sustainability, systems approach LO: Applying system thinking
7.	Social resources, active citizenship LO: Understanding the importance of social resource and development steps
8.	Neo-endogenous development – development without borders LO: Applying system thinking
9.	Behavioural styles - community development LO: Self - knowledge - competence
10.	Community, locality, communication LO: Acquiring active listening and questioning

COURSE DESCRIPTIONS

11.	Methods for facilitating and activating cooperation LO: Mastering the tool of the world café
12.	The opportunities provided by information technology in community development LO: How to use social media in community development
13.	Networking, learning organizations, social innovation LO: Learning to build on the collective knowledge
14.	Summary LO: Synthesis of lectures given during the semester

Course title: **Production and Operation Management**

Neptun code: GT_MVINE023-17

Institute: Institute of Applied Economics Sciences

Classes per week: 2+0 Requirement: Exam Credit: 4

Responsible instructor: Prof. Dr. Attila Bai

Course goals:

To introduce the students: (1) importance and basics of Production and Operation Management; (2) the methods of efficient coordination, optimization between the inputs, outputs, and the production/service systems; (3) the opportunities and utilization of Linear Programming; (4) the special methods of prognostication, capacity calculation and break-even point analysis; (5) the role of Just-In-Time and Lean Operations, production factors and clusters and (6) to prepare the students to the use of these calculations in practice.

Course content, topics:

Classification, importance, and basics of Production and Operation Management; Operation research and Linear Programming; Capacity planning and calculations; Break-even point and Seasonality calculations; Inventory management; Just in Time and Lean Operations; Factors of production, clusters.

Learning methods:

In addition to acquiring the related knowledge, it is expected to prepare an own case study and give a short presentation to summarize the work and the conclusions.

Assessment

The students shall write a test in the last week of the semester. The prerequisite of the signature of the course is that the score of this test will reach or exceed 25% of the maximum score. Another prerequisite of the signature is the submission and the oral presentation of a self-made analysis about an optional production/service activity using one of the learned methods and with the pre-given content till the deadline (the end of the 8th week of the semester. The head of the course is going to refuse to sign the course if each of the three requirements mentioned above is unsuccessful (e.g., in case of absence from the oral presentation or overrun of the deadline). The grade of the test with a minimum 25% performance of the paper and of the oral presentation results in an offered (average) grade, which can be corrected based on the Regulation of Studies during the exam period. To reach minimum “satisfactory (2)” grade from each of the above-mentioned

COURSE DESCRIPTIONS

three partial grades (test, paper, presentation) is indispensable for the successful result of the semester.

Assessment of performance (grades):

- 0-59% insufficient/fail (1)
- 60-69% satisfactory (2)
- 70-79% fair/average (3)
- 80-89% good (4)
- 90-100% excellent (5)

Compulsory readings:

Slides of the lectures.

Recommended readings:

Production And Operations Management. Ed.: Upendra Kachru (2012). Open E-Book.

Url:[Http://Ebooks.Lpude.In/Management/Bba/Term_4/Dmgt206_Production_And_Operations_Management.Pdf](http://Ebooks.Lpude.In/Management/Bba/Term_4/Dmgt206_Production_And_Operations_Management.Pdf)

Week	Topics
1.	Registration week
2.	Introduction of requirements, classification, importance, and basics of Production and Operation Management (POM)
3.	Operation research and Linear Programming Part1
4.	Operation research and Linear Programming Part2
5.	Capacity planning and calculations
6.	Break-even point and Seasonality calculations
7.	Inventory management
8.	Just in Time and Lean Operations

9.	Factors of production, clusters
10.	Consultation, slideshow presentation
11.	Written exam (test), consultation

Course title: **Regional Planning and Programming**

Neptun code: GT_MVINE018-17

Institute: Institute of Rural Development, Tourism and Sports Management

Classes per week: 2+2 Requirement: Exam Credit: 5

Responsible instructor: Dr. Péter Horváth

Course goals:

Planning is an integral part of our everyday lives. The course, based on the theoretical background, presents the practice of planning in the European Union. The students will be going to know the most important planning tools and gain insight into their practical application as well.

Course content, topics:

- The basic concepts of regional planning and development
- General principles of elaboration of plans and their historical development
- Community planning
- The process of territorial planning
- The relationship between the sectors of the economy and regional planning
- High-level planning issues related to the development of a complex development plan for the regions
- International issues of regional planning

Learning methods:

- understanding the relationships
- understanding the system

Assessment:

Recommended mark based on the two interim written exams

Compulsory readings:

- ppt. materials of the lectures
- Wilson, I. F. – Rroji, A. – Wilson, A. D. – Szymanowicz, M. W. (2013): Local and Regional Development Planning: Thinking Globally and Acting Locally, Maluka, p 141.

Recommended readings:

- Glasson, J – Marshall, T (2007): Regional Planning, Routledge, p. 336

Week	Topics
1.	<i>Introduction, requirements</i>
2.	The basic concepts of regional planning and development
3.	General principles of elaboration of plans and their historical development I.
4.	Community planning
5.	The process of territorial planning I.
6.	The process of territorial planning II.
7.	<i>Written exam</i>
8.	The relationship between the sectors of the economy and regional planning
9.	High-level planning issues related to the development of a complex development plan for the regions I.
10.	High-level planning issues related to the development of a complex development plan for the regions II.
11.	International issues of regional planning
12.	Complex methods for planning I.
13.	Complex methods for planning II:
14.	<i>Written exam</i>

Course title: **Food Chain Safety Knowledge**

Neptun code: GT_MVINE026-17

Institute: Institute of Applied Informatics and Logistics

Classes per week: 2+0 Requirement: Exam Credit: 2

Responsible instructor: Dr. habil. Róbert Szilágyi

Instructor: Dr. habil István Füzesi

Course goals:

The course is designed to reach an advanced level of food chain safety knowledge. This knowledge will help them in the following courses and as well as in practice. They must learn about the basics of information systems, the structure of business information systems, the background of ICT in agri-business, the theory and practice in food safety, the technology and information systems behind the food safety. The course is mainly application and applied theory oriented.

Course content, topics:

The course is designed to reach a basic level of business informatics knowledge. This knowledge will help them in the following courses and as well as in practice. They must learn how to collect data from the internet, and they must solve complex exercises with the use of the Office program family. The course is mainly application and practice oriented.

Learning methods:

The students get basic theoretical knowledge in the lectures. The practical tasks are related to the theoretical. The students get presentations on the lectures.

Assessment:

For the completion of the semester, students must pass a theoretical test during the semester.

The sum of points the notes are the followings:

0 - 50 fail,

51 -60 pass,

61 -73 satisfactory,

74 -87 good,

88 - 100 excellent.

Compulsory readings:

Velthuis A.G.J., Unnevehr L.J., Hogeveen H., Huirne R.B.M. (Eds.) New approaches to food safety economics, 2003, ISBN1-4020-1426-0

ICT in Agriculture: Perspectives of Technological Innovation (<http://departments.agri.huji.ac.il/economics/gelb-main.html>)

Presentation of lecture and seminars

Recommended readings:

Date, J. C.: An Introduction to Database Systems, Addison Wesley, 2004

Motarjemi Y., Lelieveld H. (Eds.) Food Safety Management, A Practical Guide for the Food Industry), 2013 ISBN: 9780123815040

Schmidt R.H, Rodrick G.E. Food Safety Handbook, 2003, ISBN 978-0-171-21064-1

Egendorf L. (1999): Food Safety. Greenhaven Press, Detroit, 129 p.

Smith I., Furness A. (2006): Improving Traceability in Food Processing and Distribution. Woodhead Publishing, Cambridge 258 p.

Week	Topics
1.	Introduction to food safety, analyses of the most important hazards
	LO*: The basic theoretical background of food safety.
2.	Food Safety Basics
	LO: The information requirement
3.	Food labels
	LO: Food label types
4.	Food additives
	LO: Food additives knowledge
5.	Management of safety in the supply chain
	LO: Management of safety in the supply chain
6.	Principles and Systems for food quality
	LO: The food quality management systems
7.	Consumer and food safety, food labelling
	LO: The consumer food safety requirement
8.	Traceability and identification in the food supply chain
	LO: The background of traceability
9.	Quality management systems supporting food safety (HACCP, 178/2002, ISO22000, EFSIS, BRC, IFS)
	LO: Food safety quality management systems
10.	Farm to table risk analysis and HACCP
	LO: HACCP
11.	Regulating food safety in the European Union
	LO: The EU food safety regulation
12.	Official databases in food safety
	LO: Databases in food safety

COURSE DESCRIPTIONS

1.	Mobile and sensor technology in food chain safety
	LO: Mobile and sensor technology in food safety
2.	Presentation of student's project work
	LO: Independent practical problem solving, task presentation