Course title:	Hungarian:	**Gazdasági jog**	Code:	**GT_MVINE009-17**
	English:	**Economic Law**		

Institute:	**Faculty of Economics and Business, Institute of Economics and World Economy**
Prerequisites:	-

		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	**X**	per week	**3**	per week	**0**	**collocvium**	**4**	**English**
Part time								

Responsible instructor	name:	**Géza Károlyi, PhD**	post	**associate professor**

Course goals:

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

Competences:

Knowledge:

- Knowledge of the major interrelationships, theories and conceptual frameworks of the natural and economic sciences related to rural development.

Capabilities:

- Able to develop and defend your own views in debates on general social, agricultural, economic and specific issues related to the field.
- Able to independently interpret and apply legislation related to their professional activities.

Attitudes:

- Committed to quality work, complying with relevant professional, legal and ethical rules and standards.

Autonomy, responsibility:

- On the basis of his/her practical experience, he/she decides independently on the implementation and timing of specific design workflows
- The ability to independently plan and manage management management processes.

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 economy.

Assessment

Presentation in the agreed legal topic (10-12 slides ppt, appr. 10 minutes).
In case if the presentation is missing or not accepted, 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)

Recommended readings:

Syllabus

Week	Topics
1.	**Legal system, basic legal terms 1: law as 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
2.	**Legal system, basic legal terms 2: sources of law, legislation and jurisdiction, legal relation** LO: the knowledge of the most important legal rules and solutions according to the topic
3.	**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
4.	**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
5.	**Rights in rem 1: the thing, possession** LO: the knowledge of the most important legal rules and solutions according to the topic
6.	**Rights in rem 2: ownership rights, rights of use** LO: the knowledge of the most important legal rules and solutions according to the topic
7.	**Contractual law 1: obligations and legal statements, representation, performance** LO: the knowledge of the most important legal rules and solutions according to the topic
8.	**Contractual law 2: basic rules of contracts** LO: the knowledge of the most important legal rules and solutions according to the topic
9.	**Contractual law 3: express contracts** LO: the knowledge of the most important legal rules and solutions according to the topic
10.	**Contractual law 4: liability for damages** LO: the knowledge of the most important legal rules and solutions according to the topic
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

*LO learning outcomes

Course title:	Hungarian:	**Kutatásmódszertan**	Code:	**GT_MVINE028-17**
	English:	**Research Methodology**		

Institute:				**Institute of Economics and World Economy**				
Prerequisites:				-			Code:	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	**0**	per week	**2**		**4**	**English**
Responsible instructor				name:	**Enikő Pergéné Szabó**		post	
Instructor				name:			post	

Competences

Knowledge: The student will be familiar with the most basic methods of information gathering, analysis, problem solving and problem solving in the field. The information collected and organised will be able to cite it correctly using both traditional and online reference management software

Capabilities: Ability to identify and define problems, extract key information from data and develop workable solutions for the problems identified. Comparing data from different sources to draw conclusions. Using his/her theoretical, conceptual and methodological knowledge, the student is able to formulate precisely the topic for which the student is collecting information and literature. After completing the course, they will be able to collect and organise the facts and data needed to carry out the task, and to explore simple causal relationships.

Attitudes: Student is receptive to new information, new professional knowledge and methodologies, new databases and search and analysis techniques**.**

Autonomy, responsibility: Independently organise the collection, collation and evaluation of data. Assumes professional, legal and ethical responsibility for his/her analyses, conclusions and decisions**.**

Course goals:

With the help of this class students will be to 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 Softwares

Learning methods:

Interactive participation in seminars to practice and discuss topics and assignments.

Assessment

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

Syllabus

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 the Open Science.
7.	How to Give a Presentation? The secret of good 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 reference list? LO: Students gain knowledge about creating reference list
11.	Reference Manager Softwares - Practice LO: Students gain knowledge about using reference manager softwer
12.	Reference Manager Softwares -Practice LO: Students gain knowledge about using reference manager softwer
13.	Exam
14.	Summary, evaluation

*LO learning outcomes

<table>
<tr><td rowspan="2">Course title:</td><td>Hungarian:</td><td colspan="3">Emberi erőforrás gazdálkodás</td><td rowspan="2">Code:</td><td rowspan="2">GT_MVINE010-17</td></tr>
<tr><td>English:</td><td colspan="3">Human resource management</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td colspan="2">Institute:</td><td colspan="5">Faculty of Economics and Business, Institute of Management and Organization Sciences</td></tr>
<tr><td colspan="2">Prerequisites:</td><td colspan="3">-</td><td>Code:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">Type</td><td colspan="3">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td rowspan="2">Language of instruction:</td></tr>
<tr><td colspan="2">Lecture(s)</td><td colspan="2">Seminar(s)</td></tr>
<tr><td>Full time</td><td>N</td><td>per week</td><td>2</td><td>per week</td><td>0</td><td rowspan="2">colloquium</td><td rowspan="2">3</td><td rowspan="2">English</td></tr>
<tr><td>Part time</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Responsible instructor</td><td>name:</td><td colspan="2">Dr. Dajnoki, Krisztina</td><td>post</td><td></td></tr>
<tr><td colspan="8">Course goals:

The objective of the course is to make students interpret the strategy forming, value creating and competence determining role of human resources (HR), with a specific focus on organizations of business and public service sphere. It also provides a review of the historic 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 and HR development plan.</td></tr>
</table>

Competences:

Knowledge:

The student deeply knows the tasks and methods of human resource management, the cause-consequence relationship between unemployment and market adaptation of organizations, the system of labour relations. Knows and understands comprehensively the specifications of operation, their economic and social role. Knows the connections between resources, factors and phenomena, the rules and principles of utilizing resources. Deeply knows the human resource management related scientific results, research methods, specifications of the HR field.

Capabilities:

The student is able to participate in tasks of corporate resource management, utilize professional knowledge as expected, carry out planning, development and support activities in relationship with the objectives of the organization in the fields of recruitment, selection and motivation of human resource management. Able to understand the nature of organizational processes, internal and external connections, relationship with human resource management. Defines new private consequences, original thoughts and solutions, able to apply the demanding HRM analysis and modelling systems, to deliver HR strategies so as to solve complex human resource management problems, make decisions on internal and international level, and in diverse organizational cultures. Able to identify and methodologically recognize human resource related problems in organizations.

Attitudes:

Aims to develop knowledge and labour relationship, also urges, helps and supports colleagues to do that. A main personal feature is the critical way of thinking and ambition to analyze at understanding HR processes. A main specification is the value based approach, in the center of which lies the job, as constituting and creative activity. Devoted to the quality work.

Autonomy, responsibility:

The student will take responsibility for the private work, the managed organization, employees. Privately identify, plan and organize its private and subordinates' technical and general development, also takes and bear responsibility for that. Bears the need for constant development, deliberately seeks organizational and individual learning forms, as a result of internal motivation continuously utilizes the possibility of non-formal learning, and as a result, the technical interest is deepened. So as to perform a successful job, the student will initiate the establishment of new organizational units and also responsibly participates in their operation.

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 human resource.

Planned educational activities, learning methods

Knowledge transferring interactive lecture. Participation at the events are 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.

Purcell, John - Boxall, Peter (2015): Strategy and Human Resource Management (4th Edition). Macmillan International Higher Education

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

+ Lecture Presentations

Recommended readings:

Héder, M. - Szabó Sz. - Dajnoki K. (2018) Effect of Labour Market Changes on HR Functions. Anali Ekonomski Fakulteta U Subotici / The Annals of The Faculty of Economics Subotica (0350-2120): 54 39 pp 123-138.

Poór, J. - Dajnoki K. – Kovács, I. É. – Tóth, A. – Kálmán, B. (2021) : The COVID-19 Pandemic and Hungarian Human Resources (Challenges and Responses) In: The Impact of COVID-19 on Human Resource Management London: Proud Pen Limited

Syllabus

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 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 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 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
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 enter 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
14.	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

*LO learning outcomes

Course title:	Hungarian:		Code:	GT_MVINE012-17
	English:	**Rural and Environmental Policy**		

Institute:			Faculty of Economics and Business					
Prerequisites:			-				Code:	
	Classes per week					Requirement	Credit	Language of instruction:
	Lecture(s)		Seminar(s)					
	per week		per week			Colloquium	**4**	**English**
	2		2					
Responsible instructor			name:	**Prof. Dr. Károly Pető**			post	**assistant professor**

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.

Competences:

Knowledge:

- *Should understand the importance of rural and environmental policy*

Capabilities:

- *Should be able to control and improve policy processes*

Attitudes:

- *Should be open-minded to know and apply the newest methods of environment policy*

Autonomy, responsibility:

- *Should feel responsible for participate in rural and environmental policy*

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 on the basis of 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.**

Syllabus

Week	Topics
1.	*Introduction, requirements*
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.	***Written exam***
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.	***Written exam***

Course title:	Hungarian:		Code:	**GT_MVINE014-17**
	English:	**Rural Economy**		

Institute:	Faculty of Economics and Business		
Prerequisites:	-	Code:	

	Classes per week		Requirement	Credit	Language of instruction:
	Lecture(s)	Seminar(s)			
	per week	per week	Colloquium	**3**	**English**
	2	1			

Responsible instructor	name:	**Prof. Dr. Károly Pető**	post	**assistant professor**

Course goals:

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

Competences:

Knowledge:

- *Should understand the importance of rural economy*

Capabilities:

- *Should be able to control and improve rural economy processes*

Attitudes:

- *Should be open-minded to know and apply the newest methods of rural economy*

Autonomy, responsibility:

- *Should feel responsible for participate in rural economy*

Course content , topics:

- What is rural?
- Basics of rural development
- Characteristics of rural economy
- Resources in rural economy
- Spatial processes influencing the situation of rural areas
- Development and performance of rural areas
- The role of agriculture in 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 on the basis of 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**

Syllabus

Week	Topics
1.	*Introduction, requirements*
2.	What is rural? Basics of rural development Characteristics of rural economy
3.	Resources in rural economy
4.	Spatial processes influencing the situation of rural areas
5.	Development and performance of rural areas
6.	The role of agriculture in 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.	*Assessment, grading, conclusions, closing the semester*

<table>
<tr><td rowspan="2">Course title:</td><td colspan="2">Hungarian:</td><td colspan="3">Kereskedelmi és logisztika ismeretek</td><td>Code:</td><td>GT_MVINE024-17</td></tr>
<tr><td colspan="2">English:</td><td colspan="3">Commerce and Logistics</td></tr>
<tr><td colspan="8"></td></tr>
<tr><td colspan="3">Institute:</td><td colspan="5">Faculty of Economics and Business, Institute of Applied Informatics and Logistics</td></tr>
<tr><td colspan="3">Prerequisites:</td><td colspan="3">-</td><td>Code:</td><td>-</td></tr>
<tr><td colspan="2" rowspan="2"></td><td colspan="4">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td rowspan="2">Language of instruction:</td></tr>
<tr><td colspan="2">Lecture(s)</td><td colspan="2">Seminar(s)</td></tr>
<tr><td></td><td>x</td><td>per week</td><td>2</td><td>per week</td><td>1</td><td>colloquium</td><td>3</td><td>English</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Responsible instructor</td><td>name:</td><td colspan="2">Dr. Felföldi, János</td><td>post</td><td>associate professor</td></tr>
</table>

Course goals:

Students have to get acquainted with the theoretical and practical parts of logistics and those application possibilities. In addition, our aim is to introduce the basis of modern logistics from real processes that is, the systems of goods flows till the approach of supply chain.

Competences:

Knowledge:

Knowledge and proper use of basic concepts, terms, and definitions. Knowledge and recognition of process-specific processes. They will be aware of the methods of collecting, analyzing, performing tasks and problem solving necessary for the realization of commercial and logistic tasks. This is related to the state of application of the current digital devices and the knowledge of their main features.

Skills:

By using thier theoretical, conceptual and methodological knowledge, they will be able to collect and manage the facts and data necessary for performing their tasks. They will be able to think in vertical systems, to map their connections and build on each other. At the same time, they can break down and describe parts of a complex business system and identify key players and factors. They will be able to recognize potential or necessary development points based on the possibilities of digitalization.

Attitude:

The student goes through a development of attitudes that develop a positive attitude towards the integrated approach and appearance of logistics as a specialty and trade.

Autonomy and Responsibility:

The subject develops the student's logical ability, the ability to interpret the relationship, which develops the autonomous responsibility. Students will be able to evaluate their professional environment and tasks autonomously. Students will understand the need for responsibility for her work and decisions. At the same time, they can perform their jobs independently, and prepare their reports and small presentations independently.

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 have to 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 definitely 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

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.

Syllabus

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
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

*LO learning outcomes

Course title:	Hungarian:		Code:	GT_MVINE027-17
	English:	**Rural Security**		

Institute:			Faculty of Economics and Business,					
Prerequisites:			-			Code:		
	Classes per week				Requirement	Credit	Language of instruction:	
	Lecture(s)		Seminar(s)					
	per week		per week		Colloquium	**3**	**English**	
	2		1					
Responsible instructor			name:	**Dr. Péter Horváth**		post	**assistant professor**	

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.

Competences:

Knowledge:

- *Should understand the importance of rural security*

Capabilities:

- *Should be able to control and improve security processes*

Attitudes:

- *Should be open-minded to know and apply the newest methods of rural security*

Autonomy, responsibility:

- *Should feel responsible for participate in rural security*

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 on the basis of the two interim written exams

Compulsory readings:

- **ppt. materials of the lectures**
- **Hornyacsek, 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. Hornyacsek Júlia: Book of Teachers, BM OKF, Budapest.**

Syllabus

Week	Topics
1.	*Introduction, requirements*
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.	***Written exam***
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.	***Written exam***

<table>
<tr><td colspan="2" rowspan="2">Course title:</td><td>Hungarian:</td><td colspan="3">Számvitel vezetőknek</td><td rowspan="2">Code:</td><td rowspan="2">GT_MVINE011-17</td></tr>
<tr><td>English:</td><td colspan="3">Accounting for managers</td></tr>
<tr><td colspan="8"></td></tr>
<tr><td colspan="3">Institute: Accounting and Finance</td><td colspan="4">Faculty of Economics and Business</td></tr>
<tr><td colspan="3">Prerequisites: -</td><td colspan="3">-</td><td>Code:</td><td></td></tr>
<tr><td colspan="2"></td><td colspan="3">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td rowspan="2">Language of instruction:</td></tr>
<tr><td colspan="2"></td><td colspan="2">Lecture(s)</td><td colspan="2">Seminar(s)</td></tr>
<tr><td></td><td></td><td>per week</td><td></td><td>per week</td><td></td><td rowspan="2"></td><td rowspan="2">4</td><td rowspan="2">English</td></tr>
<tr><td>x</td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td colspan="3">Responsible instructor</td><td>name:</td><td colspan="2">Ildikó Orbán Mrs. Tamás Dékán</td><td>post</td><td>associate professor</td></tr>
</table>

Course goals:

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

Competences:

Knowledge:

The subject will provide students with an international perspective on financial accounting including theory, practice, and its applications under International Financial Reporting Standards (IFRS).

Capabilities:

Students will be able to understand the information presented in financial statements prepared under International Financial Reporting Standards (IFRS). Nevertheless, students will become capable of accounting for several business transactions and preparing different financial statements or extracts.

Attitudes:

Students will accept the importance and necessity of financial reporting and accounting under IFRS.

Autonomy, responsibility:

Students will become responsible for improving their knowledge in financial and corporate reporting.

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 3 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 at 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)
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. Jermakcowicz: 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

Syllabus

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

*LO learning outcomes

<table>
<tr><td rowspan="2">Course title:</td><td>Hungarian:</td><td colspan="3"></td><td>Code:</td><td>GT_MVINE013-17</td></tr>
<tr><td>English:</td><td colspan="3">Integrated Regional Development</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td colspan="2">Institute:</td><td colspan="5">Faculty of Economics and Business</td></tr>
<tr><td colspan="2">Prerequisites:</td><td colspan="3">-</td><td>Code:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td colspan="3">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td rowspan="2">Language of instruction:</td></tr>
<tr><td colspan="2">Lecture(s)</td><td colspan="2">Seminar(s)</td></tr>
<tr><td></td><td></td><td>per week</td><td></td><td>per week</td><td></td><td rowspan="2">Colloquium</td><td rowspan="2">3</td><td rowspan="2">English</td></tr>
<tr><td></td><td></td><td>2</td><td></td><td>1</td><td></td></tr>
<tr><td colspan="2">Responsible instructor</td><td>name:</td><td colspan="3">Dr. Péter Horváth</td><td>post</td><td>assistant professor</td></tr>
</table>

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.

Competences:

Knowledge:

- *Should understand the importance of regional development*

Capabilities:

- *Should be able to control and improve regional development processes*

Attitudes:

- *Should be open-minded to know and apply the newest methods of regional development*

Autonomy, responsibility:

- *Should feel responsible for participate in regional development*

Course content , topics:

- The regional policy of the European Union
- Concepts of regional development
- History of regional development
- Regions in Europe and in 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 on the basis of the essay and the presentation, otherwise written exam. Only students can get 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 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**

Syllabus

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 in 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:	Hungarian:	**Vidékszociológia**	Code:	GT_MVINE004-17
	English:	**Rural sociology**		

Institute:				Institute of Sports Economics and Management				
Prerequisites:				-			Code:	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
	X	per week	**2**	per week	**0**	**colloquium**	**3**	**English**
					-			
Responsible instructor				name:	**Dr. Szabados György Norbert**		post	**associate professor**

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, historic events, issues of related social groups, works of most influential scholars and research topics will be covered so as to prepare students to hold presentations and carry out even private examinations in the field.

Competences:

Knowledge:

- Knows the most important relations, theories of the rural development-related natural and economic disciplines, areas, together with their embedded theoretical systems.
- Well informed about the relationship between human well-being and agribusiness sector, its cultural relations, rural sociology-related traditions.
- Familiar with the relationship between rural economy, society and the agricultural sector, has an awareness about the social need for community development,

Capabilities:

- Able to follow and analyze most influential national and international professional literatures of the discipline.
- Able to synthetize professional knowledge.

Attitudes:

- Open and sensitive about acquiring new and innovative approaches together with their practical implications, able to shift between paradigms
- Open to meet ethical rules and norms of the scientific research, open to apply novel methods and approaches to research rural issues

Autonomy, responsibility:

- Responsible for directing the process of agricultural management on rural areas.
- Has a self-dependence in working out comprehensive and special questions of rural development, able to represent spatial economy views and prospects.

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 ruralty, 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, which will be presented and discussed during the classtime. The requirement is colloquium, which will be fulfilled by the preparation of an empirical manuscript with the need to apply rural sociologic issues on a selected rural settlement and holding a final presentation on it.

Compulsory readings: ppts and available literature:

- Hillyard, S. (2007): The Sociology of Rural Life. Berg Publisher, Oxford. , availability: https://oapen.org/search?identifier=390771
- Cloke, P. – Marsden, T. –Mooney, P. (2006): The Handbook of Rural Studies. Sage Publications, London.

Recommended readings:

-• selected issues of Rural Sociology journal: https://onlinelibrary.wiley.com/journal/15490831

Syllabus

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

*LO learning outcomes

<table>
<tr><td rowspan="2">Course title:</td><td>Hungarian:</td><td colspan="3">Agrárgazdaságtan és agrárpolitika</td><td rowspan="2">Code:</td><td rowspan="2">GT_MVINE005-17</td></tr>
<tr><td>English:</td><td colspan="3">Agricultural economics and agricultural policy</td></tr>
<tr><td colspan="8"></td></tr>
<tr><td colspan="2">Institute:</td><td colspan="6">University of Debrecen, Faculty of Economics and Business, Institute of Rural Development, Regional Economy and Tourism Management</td></tr>
<tr><td colspan="2">Prerequisites:</td><td colspan="4">--</td><td>Code:</td><td></td></tr>
<tr><td colspan="2" rowspan="2">Típus</td><td colspan="2">Classes per week</td><td colspan="2">Requirement</td><td>Credit</td><td>Language of instruction:</td></tr>
<tr><td colspan="2">Lecture(s)</td><td colspan="2">Lecture(s)</td><td></td><td></td></tr>
<tr><td>Nappali</td><td>x</td><td>Heti</td><td>2</td><td>Heti</td><td>2</td><td rowspan="2">colloquium</td><td rowspan="2">4</td><td rowspan="2">English</td></tr>
<tr><td>Levelező</td><td>-</td><td>Féléves</td><td>-</td><td>Féléves</td><td>-</td></tr>
<tr><td colspan="3">Responsible instructor</td><td>name:</td><td colspan="2">Prof. Dr. Rákos, Mónika</td><td>post</td><td>university professor</td></tr>
<tr><td colspan="8">Course goals: 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.</td></tr>
</table>

Competences:

Knowledge:

- Students are aware of the fundamental ideas, theories of economics, and those of the international economics relations as concerned with the relevant economic players, functions, and processes.
- Students can get a general overview on the basic definitions, theories and notions of agribusiness, their main characteristics and connections. At the end of the course they also know the main actors, their functions and processes of the sector. At the end of the course the students will know the most important theoretical and methodological bases and they will have practical knowledge as well.
- Students will know the most important methods of data collection, analysis and problem solving.
- Students will know how to recognise and use the ways, methods and tools of the effective communication.

Skills:

- Students follow and understand the processes of international business and world economy, the changes in, and effects of, economic policy and in the areas of law and economic policies relevant for their profession.
- After completing the course the students are able to use the main economic, organisational, marketing, food industrial IT standardisation and food industrial mechanical regulation principles of the food production.
- The students will be able to analyse the behaviour and the formal and informal background of the institutional network of the food chain and use this knowledge during their work.
- Students will be able to complete effective self-education and to plan and to organise their individual studies and to find the relevant sources.
- After completing the course students will be able to prepare a recapitulative evaluation of the relevant knowledge and to transfer it to professional user as well in oral and written ways.

Attitude:

- The students will be open-minded, constructive and initiator when they will meet professional tasks. They will pursue to respects all the regulations and ethical norms during the decision making even in extraordinary cases as well.
- The students accept the importance of the professional progression and of the career planning and also have a need for self-education.
- The students will become recipient for opinions expressed by other people and for the sectoral, regional, national and European values (including social, societal, ecological and sustainability viewpoints).
- After completing the course the students will become sensitive for the problems occurred on the fields of the food industry and pursue to analyse and solve them.
- After completing the course the students will become engaged with the R+D+I activities in the food industry.

d) Autonomy and responsibility:

- After completing the course the students will be able to become responsible for their own work and for the work of their subordinate colleagues.
- - After completing the course the students will be able to be responsible for the consequences of their statements and opinions.

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 about 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 presentation

Assessment: To pass the course, student have to 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 on the previous week material. Completing the test may count as extra performance, which may increase the final grade.

Compulsory readings:

1. EUROSTAT (2018): Farm structure statistics http://ec.europa.eu/eurostat/statistics-explained/index.php/Farm_structure_statistics (on 6 June 2018)
2. 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)
3. EU and OECD documents, reports and legislations
4. Scientific articles distributed on a weekly basis
5. Krijn J. Poppe; Catherine Termeer, Maja Slingerland (editors) (2009): Transitions toward sustainable agriculture and food chains in peri-urban areas. Wageningen Academic Publishers

Syllabus	
1.	Agricultural Economics
	TE: Place of agriculture in the national economics
2.	The role of agribusiness in the national economy
	TE: Facts and figures of agriculture
3.	Resources of the agriculture I.
	TE: Natural resources
4.	Resources of the agriculture II.
	TE: Natural resources
5.	Economic structure
	TE: Market structures
6.	Price development in agriculture
	TE: Price and volatility development
7.	Food trade
	TE: Foreign trade in the European Union
8.	Agricultural foreign trade
	TE: Facts and figures of foreign trade
9.	Global challenges in the agriculture
	TE: Global issues until 2050
10.	Future challenges in the agriculture
	TE: Global issues until 2050
11.	Energy policy
	TE: Energy policy and bio economy
12.	Biofuels, new generation biofuels
	TE: Role of biofuels
13.	Agricultural foreign trade, World Trade Organization (WTO)
	TE: Institutions of foreign trade
14.	Summary
	TE: Summary and synthesis

*TE tanulási eredmények

Course title:	Hungarian:	Integrált településfejlesztés	Code:	GT_MVINE025-17
	English:	**Integrated Settlement Development**		

Institute:				Faculty of Economics and Business, Institute of Applied Economics				
Prerequisites:				-			Code:	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	**2**	per week	**0**	**colloquium**	**3**	**English**
Responsible instructor				name:	**Prof. Dr. Attila Bai**		post	**university professor**

Course goals:

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

Competences:

Knowledge:

He/she knows the factors limiting the efficiency of the operation of settlement development and the closely related economic systems (natural sciences, economics, law).

Capabilities:

He/she is able to use modern IT tools, professional and effective oral and written communication, as well as interpret and apply legislation related to his / her professional activity independently.

Attitudes:

He/she is interested in the use of effective rural development methods and tools.

Autonomy, responsibility:

He/she has a high degree of autonomy in the development of comprehensive and special rural development issues, representing spatial economic views.

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 prerequisitive of the signature of the course is that the score of this test will reach, or exceed 25% of the maximum score. Another prerequisitive of the signature is the submission and the oral presentation of an own-made complex settlement development concept extended with an investment analysis, with the pre-given content and structure, within the deadline, via email. The head of the course is going to refuse to sign the course if each of the three above-mentioned requirements is unsuccessfull (e.g. in case of absence from the oral presentation, or late submission).

The grades of the test with minimum 25% performance, of the paper and of the oral presentation results 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 grade

(test, paper, presentation) is indispensable for 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 Devuyst: 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. Pénzes, 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

Syllabus

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 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 reqested structure of the paper submitted
6.	Development of settlements, consultation on paper LO Knowledge of development of settlements
7.	Structure of settlements, consultation on paper LO Knowledge of 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 of 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

*LO learning outcomes

Course title:	Hungarian:		**Projektmenedzsment**			Code:	**GT_MVINE003-17**	
	English:		**Project Management**					
Institute:			Faculty of Economics and Business, Institute of Applied Economics					
Prerequisites:			-			Code:		
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	**1**	per week	**2**	**Term mark**	**3**	**English**
Responsible instructor				name:	**Viktória Vida Dr.**		post	**assistant professor**

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 involves 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 an rural development project plan using the tools and techniques necessary to complete it. The course goes beyond simply 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 key 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 prepare a project plan for a rural development project under the guidance of the lecturer.

Competences:

Knowledge: The student is familiar with the theory and practice of project management. The student has the professional knowledge required preparing, implementing, evaluating and controlling projects. The student is familiar with the methodology related to the planning, management, control, monitoring and evaluation of projects. Through the course, the student gets to know the latest research results and development directions of project management.

Capabilities: The student is able to perform complex cost / benefit analysis (CBA) of different projects at a high level, to judge the efficiency and effectiveness of each project, and to collaborate with professionals working in other fields during the preparation and implementation of a given project. The student understands the internal structural relationship of projects and are able to prepare projects related to his / her field, direct their implementation, close, and evaluate the given project. The student can also apply the knowledge acquired during the study of the subject in practice, especially with regard to the methodology of project management.

Attitudes: The course helps the student to identify with the concept of "lifelong learning" in their later studies with appropriate and comprehensive project management knowledge and attitudes. With appropriate professional experience and results, the student strives to develop independent research projects, initiate professional collaborations and form a research group. It seeks to find out the financing background related to the projects of companies and research institutes performing and developing regional, Hungarian and European project management activities, and to demonstrate environmentally and nature-conscious behavior during the planning and implementation of projects.

Autonomy, responsibility: The graduate student takes responsibility for the work of both himself / herself and his / her subordinates during the management of the projects, as well as responsibly ensures the infrastructural, professional and human conditions necessary for successful work. The course helps the student to be innovative and effective in their work.

Course content , topics:

Theoretical and practical knowledge about project management basic definitions, functions (definition, planning, time and cost control, project communication) and techniques (problem and objective trees, stakeholder analysis, Gantt charts, time and cost control calculations).

Learning methods:

Lectures are responsible for transferring theoretical knowledge and basic concepts. Seminars are part of the course, the aim of the seminars are 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 to acquire the project planning techniques. The students prepare their project plan individual under the guidance of the lecturer. To solve the tasks, the instructor also provides a consultation opportunity as needed.

Assessment

Signature is a requirement one hand the participation in the seminars (3 absences allowed), other hand sending and defending the project plan on time, and have a successful written test. The semester ends with a seminar grade. The seminar grade includes (1) the result of the written *project plan* prepared based on the regulations and submitted to the deadline (max. 30 points), (2) the result of the project plan's *oral*

presentation (max. 10 points) and (3) the result of the *written test* (max. 60 points). The required minimum is 60% for the performance each.

(1) Project plan:
The main content and formal requirements of the project plan are contained in the appendix to the course program, which supplemented by the instructor's regulations. The project plan submitted electronically by e-learning system. The submitted project plan cannot be corrected/improved after submission. The result of the project plan determined by its professional, methodological quality. Preparing of the project plan without proper content and formal requirements and the failure to comply with the deadline will result the rejection of the project plan and the course signature too. Each team member will get the same score for the project plan.

(2) Project plan's oral presentation:
After the submission of the project plan, the students will give an oral presentation and defend their work in maximum 10 minutes. Without the presentation the project plan is not valid (if the project plan is not valid the signature will be rejected, and thus the semester uncompleted). Each team member will get the same score for the project plan's oral presentation.

(3) Written test:
The written test is an e-learning test, the questions formulated from the course topics as true-false questions, definition-type questions, and test questions. The written test is an individual work and can be retaken twice.

The written test itself is not enough to complete the course. If the students have a successful written test, but do not upload the project plan on time; or the students upload the project plan on time but do not defend the plan on the given dates, the semester is uncompleted.

The seminar grade will be calculated according to the following table:

0–59%	failed (1)
60–69%	satisfactory (2)
70–79%	average (3)
80–89%	good (4)
90–100%	excellent (5).

Compulsory readings:

V. Vida (2022): Slide of lectures and exercises, 2022.

Recommended readings:

J. K. Pinto (2019): Project Management: Achieving Competitive Advantage, Global Edition, 5/e, 5th Edition, Pennsylvania State University – Erie, 2019, Pearson. ISBN: 9781292269153.

Greg M. Horine (2022): Project Management Absolute Beginner's Guide, 5th Edition. ISBN: 9780137647019.

Jack R. Meredith – Samuel J. Mantel. Jr. (2009): Project management – A Managerial Approach, Seventh edition, USA, John Wiley & Sons, Inc. ISBN-13 978-0-470-22621-6

J. M. Nicholas – H. Steyn (2012): Project Management for Engineering, Business and Technology fourth edition, 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN, ISBN: 978–0–08–096704–2

M. C. Thomsett (1990): The Little Black Book of Project Management, AMACOM, 1990.

Lockyer, G. – Gordon, J. (2005): Project Management and Project Network Techniques. 7th ed. Prentice Hall, London.

Syllabus

Week	Topics
1.	Lecture: Course introduction. Seminar: Belbin-test.
	LO*: The students will understand the course information, and gain knowledge about Belbin-test.
2.	Lecture: Definition of project, project life cycle, project strategy, SMART principles. Seminar: Forming a project strategy.
	LO. The students will understand the lifecycle of a project, strategy of a project and the SMART principles.
3.	Lecture: Project planning: Problem tree analysis. Seminar: Forming a problem tree, case studies.
	LO. Students gain knowledge about the theoretical background and the basic methods of project planning.
4.	Lecture: Project planning: Objective tree analysis. Seminar: Forming an objective tree, case studies.
	LO. Students gain knowledge about the theoretical background and the basic methods of project planning.
5.	Lecture: Project planning: PEST analysis. Seminar: PEST analysis in practice.
	LO: Students gain knowledge about the theoretical background and the basic methods of project planning.
6.	Lecture: Project planning: Stakeholders of the project. Seminar: .Exercises, case studies about project planning.
	LO: Students gain knowledge about the theoretical background and the basic methods of project planning.
7.	Lecture: Project organization, project management, PM team building Seminar: Team building in practice.
	LO: Students gain knowledge about the team building techniques.
8.	Lecture: Project communication (levels, forms, guidelines, PR), a communication plan for projects. Seminar: Project communication techniques.
	LO: Students gain knowledge about the theoretical background and the basic methods of project communication.

9.	Lecture: Project time schedule - Gantt-chart Seminar: Gantt-chart in practice.
	LO: Students gain knowledge about the theoretical background and the techniques of time schedule.
10.	Lecture: Cost planning Seminar: Cost planning in practice.
	LO: Students gain knowledge about the theoretical background and the techniques of project cost planning.
11.	Lecture: Project risk, and risk management Seminar: Risk management in practice.
	LO: Students gain knowledge about the theoretical background and the techniques of risk management.
12.	Lecture: Closing and controlling the project. Seminar: Project closing in practice.
	LO: Students gain knowledge about the theoretical background and the techniques of closing projects.
13.	Lecture: Logical Framework Approach (LFA), Logical Framework Matrix (LFM). Seminar: Logical Framework Matrix in practice.
	LO: Students gain knowledge about the Logical Framework Matrix technique.
14.	Lecture: Written test. Seminar: Project presentation.
	LO: Students gain knowledge about project presentations.

*LO learning outcomes

Content and form requirements of the project plan

The required structure and content requirements of the project plan:

Cover page;

Contents;

1. Introducing the project idea (Project scope)
2. Introducing the project team
3. Problem tree
4. Objective tree
5. SWOT analysis
6. PEST analysis
7. Stakeholder analysis
8. Communication matrix
9. Gantt chart
10. Budget – Risk analysis

Annexes;

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

Formal requirements of the project plan:

- Min. 20-25 page;
- Font type: Times New Roman, font size: 12, 1,5 line spacing, margin: 2.5 cm;
- Page numbers at the bottom, in the middle;
- Figures, charts, graphs, table should be labelled, marked with sources;
- The tables and graphics editing and other formalities can be found in the thesis requirements;
- The project plan can be uploaded/submitted electronically to the elearning system, which includes two files:
  1) Project plan in a Word document (*.doc);
  2) Slides of the presentation in a Powerpoint document (*.ppt);

Course title:	Hungarian:	**Mezőgazdasági Piacok Gazdaságtana**	Code:	**GT_MVINE007-17**
	English:	**Economics of Agricultural Markets**		

Institute:				**Faculty of Economics and Business, Institute of Applied Economic Sciences Department of Farm Business Management and Corporate Planning**				
Prerequisites:				-			Code:	-
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	**2**	per week	**1**	**exam**	**4**	**English**
Responsible instructor				name:	**Dr. Krisztián Kovács, PhD**		post	**assistant professor**

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.

Competences:

Knowledge:

The graduate student is able to produce and utilize the data needed to prepare a basic analysis of an agricultural sector, to make strategic and tactical decisions, to apply modern planning and management procedures and methods, to assess the situation and to make proposals for the implementation of business development goals.
The student has a synthesized knowledge of the basic, comprehensive concepts, theories and company-level contexts of economics in relation to the relevant economic functions and processes.
In its context, he understands and understands the basic laws of agricultural markets.

Capabilities:

The graduate student is able to evaluate the basic economic processes of the agricultural sectors. Using the theories and methods learned, it explores, systematizes and analyzes facts and fundamental contexts, formulates independent conclusions, makes critical remarks, makes decision-making proposals, and makes decisions at the sectoral level.
Able to prepare and present and defend basic industry analyses.

Attitudes:

The graduate student is problem-sensitive and proactive in the interest of quality work, and is constructive, cooperative and proactive in the case of group assignments.
Receptive to new information, new professional knowledge and methodologies, open to new, independent and collaborative tasks and responsibilities. He strives to develop his knowledge and working relationships, and to work with his colleagues in this.
He is interested in agricultural innovations.

Autonomy, responsibility:

The graduate student performs and organizes the tasks specified in the job description independently under general professional supervision. It organizes the analysis of economic processes, data collection, systematization and evaluation independently. It is responsible for its analyzes, conclusions and decisions. Suitable for independent work (selection of methodology, technique; organization, planning, management of work; data collection, systematization, analysis, evaluation; general and professional development).

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 deadline for submission: ……. 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.

The theoretical questions and practical (computational) tasks in the oral exam are formulated from the course topics.

Assessment

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

THE AGRICULTURAL MARKET ANALYSE AND DEFENSE*:*	*30% (*The success of the assignment for its professional quality, the professionalism of the plan, as well as based on correct information)
ORAL 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.

Content and form requirements of the Agriculture Market Analyses

The required structure and content requirements of the Agriculture Market Analyses:

Cover page;
Contents;

- Introduction the world tendencies and trends for the sector
- Introduction the European Union tendencies and trends for the sector
- Introduction the chosen country tendencies and trends for the sector
- International trades (export-import)
- The actors and competitors of the sector
- Market regulations and supports
- Prices and trends
- Revenues, incomes and profitability in the sector
- Risk factors
- SWOT analyse

Summary
References

It is a requirement for each chapter to be elaborated in detail with the topic. Submission of a Agriculture Market Analyses 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);

Syllabus

Week	Topics
1.	**Introduction of the requirements; Elements;** LO: Students know the basic concepts and elements of the Agriculture Market Analyses.
2.	**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.
3.	**Structure of Agriculture Market Analyses;** LO: Students know the basic methodological and professional issues of market analyses
4.	**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.
5.	**Sectorial analysis;** LO: Students are familiar with the main professional and methodological issues of sectoral 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.
6.	**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?
7.	**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.
8.	**Models of market behaviour / 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.
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 analyse 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.

*LO learning outcomes

<table>
<tr><td rowspan="2">Course title:</td><td>Hungarian:</td><td colspan="3">Mezőgazdasági ágazatok gazdaságtana</td><td>Code:</td><td>GT_MVINE008-17</td></tr>
<tr><td>English:</td><td colspan="3">Economics of Agriculture Sectors</td><td></td><td></td></tr>
<tr><td colspan="7"></td></tr>
<tr><td colspan="2">Institute:</td><td colspan="5">Faculty of Economics and Business, Institute of Applied Informatics and Logistics</td></tr>
<tr><td colspan="2">Prerequisites:</td><td colspan="3">-</td><td>Code:</td><td>-</td></tr>
<tr><td colspan="2" rowspan="2"></td><td colspan="3">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td rowspan="2">Language of instruction:</td></tr>
<tr><td colspan="2">Lecture(s)</td><td colspan="2">Seminar(s)</td></tr>
<tr><td></td><td>x</td><td>per week</td><td>2</td><td>per week</td><td>1</td><td>colloquium</td><td>3</td><td>English</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Responsible instructor</td><td>name:</td><td colspan="2">Dr. Felföldi, János</td><td>post</td><td colspan="2">associate professor</td></tr>
</table>

Course goals:

Our aim is to introduce the agricultural systems, those plant production parts and its economic role. In addition, the course involves the economic contexts of the main crop production sectors and its features. Moreover, the students have to 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 of the sectors each by each.

Competences:

Knowledge:

Knowledge and proper use of basic concepts, terms, and definitions. Knowledge and recognition of process-specific processes. They will be aware of the methods of collecting, analyzing, performing tasks and problem solving necessary for the realization of commercial and logistic tasks. This is related to the state of application of the current digital devices and the knowledge of their main features.

Skills:

By using thier theoretical, conceptual and methodological knowledge, they will be able to collect and manage the facts and data necessary for performing their tasks. They will be able to think in vertical systems, to map their connections and build on each other. At the same time, they can break down and describe parts of a complex business system and identify key players and factors. They will be able to recognize potential or necessary development points based on the possibilities of digitalization.

Attitude:

The student goes through a development of attitudes that develop a positive attitude towards the integrated approach and appearance of logistics as a specialty and trade.

Autonomy and Responsibility:

The subject develops the student's logical ability, the ability to interpret the relationship, which develops the autonomous responsibility. Students will be able to evaluate their professional environment and tasks autonomously. Students will understand the need for responsibility for her work and decisions. At the same time, they can perform their jobs independently, and prepare their reports and small presentations independently.

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 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

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 data bases

Syllabus

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 importance of crop production in agriculture
Week 6	Economic questions of production structure	**lecture:** Economic questions of 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
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 production of cereals	**lecture:** Economic parts of production of cereals **seminar:** case examples for economic parts of 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 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

*LO learning outcomes

Course title:	Hungarian:		Code:	
	English:	**Physical Education**		
Institute:				
Prerequisites:		-	Code:	

	Classes per week				Requirement	Credit	Language of instruction:
	Lecture(s)		Seminar(s)				
	per week		per week				**English**

Responsible instructor	name:		post	
Instructor	name:		post	

Course goals:

Competences:

Knowledge:
Capabilities:
Attitudes:
Autonomy, responsibility:

Course content , topics:

Learning methods:

Assessment

Compulsory readings:
Recommended readings:

Syllabus

Week	Topics
1.	LO:
2.	LO:
3.	LO:
4.	LO:
5.	LO:
6.	LO:

7.	LO:
8.	LO:
9.	LO:
10.	LO:
11.	LO:
12.	LO:
13.	LO:
14.	LO:

*LO learning outcomes

Course title:	Hungarian:	**Üzleti tanácsadás**	Code:	**GT_MVINE015-17**
	English:	**Business Consulting**		

Institute:				Faculty of Economics and Business				
Prerequisites:				-			Code:	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	**2**	per week	**2**	**kollokvium**	**4**	**English**
Responsible instructor				name:	**Dr. Károly Pető**		post	**professor**

Course goals:

The aim of the subject is 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

Competences:

Knowledge:

The student is aware of the up-to-date mathematical, statistical, econometric and modeling methods of realization, definition and solution of problems as well as information gathering and processing, and also knows its limitations.

Capabilities:

The student formulates individual views based on own analysis, is able to introduce them and represent them in debates.

Attitudes:

The student is confident, constructive, cooperative and initiator during working.

Autonomy, responsibility:

The student selects and uses the relevant methods for solving problems independently in fields being significant from the aspects of organization policy, strategy and management, and individually performs economic analysis, decision making and business consulting tasks.

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

Syllabus

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 economical 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.	Chrysies Forecast
13.	Business Reorganization
14.	Written exam or Test

Course title:	Hungarian:	**Alternatív gazdálkodás**	Code:	**GT_MVINE016-17**
	English:	**Alternative Management**		

Institute:				University of Debrecen, Faculty of Economics and Business, Institute of Applied Economics				
Prerequisites:				-			Code:	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	**2**	per week	**1**	**colloquium**	**3**	**English**
Responsible instructor				name:	**Prof. Dr. Attila Bai**		post	**university professor**

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 specialities of planning and operation of biomass-energy projects. Complex and vertical economic approach will be emphasized.

Competences:

Knowledge:

He/she knows the factors limiting the efficiency of rural development and the economic systems of closely related fields (natural sciences, economics, law). He/she knows the environmental and nature protection aspects of rural development.

Capabilities:

He/she is able to synthesize professional knowledge and to interpret and apply legislation related to his/her professional activity independently.

He/she is able to express himself/herself in writing and orally, and to take part in discussions.

Attitudes:

He/she is open and interested in the knowledge and practical application of modern and innovative procedures, and in the paradigm changes of the spatial economy.

He/she is committed to the environment, nature conservation, human health and a sustainable rural economy.

Autonomy, responsibility:

He/she feels responsibility for the role of agricultural management in rural areas.

Course content , topics:

Alternative farming opportunities, 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 defense 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 prerequisitive of the signature of the course is that the score of this test will reach, or exceed 25% of the maximum score. Another prerequisitive 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 and structure till the deadline, via email. The head of the course is going to refuse to sign the course if each of the three above-mentioned requirements is unsuccessfull (e.g. in case of absence from the oral presentation, or late submission). Regarding the escalation of COVID-19 (in case of internet-based education), the oral presentation excluding from the requirements.

The grades of the test with minimum 25% performance, of the paper and of the oral presentation results 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 grade (test, paper, presentation) is indispensable for 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. Kapocska, A. Kircsi, B. Bartók, R. Vass, J. Pénzes, 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

Syllabus

Week	Topics
1.	Introduction of requirements Alternative management in plant production. LO: Global challanges, types of alternative farming
2.	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
5.	Biomass-energy methods III. (liquid bio-fuels) LO: Importance of biofuels, biodiesel, biogas and next generation biofuels, food vesus 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 biothenol plants
8.	Consultation of the paper LO: Understanding of problems emerging during 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

*LO learning outcomes

Course title:	Hungarian:	**Helyi gazdaság és vállalkozásfejlesztés**	Code:	**GT_MVINE017-17**
	English:	**Local Economic Development (LED)**		

Institute:	**Institute of Applied Economic Sciences, Department of Applied Economics and Entreprise Development**

Prerequisites:	-	Code:	-

	Classes per week					Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
Full time	**X**	per week	**2**	per week	**0**	**term mark**	**3**	**English**
Part time								

Responsible instructor	name:	**Dr. László Posta, CSc.**	post	**associate professor**

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 DETAILS. THEY WILL BE ABLE TO EVALUATE CASE STUDIES IN THE FIELD OF LED.

Competences:

Knowledge: Students have a detailed knowledge in international relations of methods, rules and special things of planning, and making of rural development, mainly in case of agro-informational channels. They know the relationships among rural economy, society and agri-business, the social need of community development, and the affecting environmental policy connections. They know the special views of team and project works, have managerial knowledges, management techniques of rural development programs, method of community development. Their digital competence is developing by subject materials.

Capabilities: They are able to way around and give well founded opinion in the field of domestic and international events of economic policy and society. They can create and manage teams and projects and their analysis on agriculture and rural economy is made through economic branches and valued by relations and complex way.

Attitudes: They are open minded and susceptible in connection with modern and innovative methods and their practical use in the changes of environmental issues. They are also susceptible about the use of effective solutions of methods and assets for rural development. They are approaching to the general and detailed problems of rural development with the wish of cooperation for understand and solve them.

Autonomy, responsibility: They feel responsibility for the field of the role of agriculture. Having practical experience they can decide independently in the field of given tusks planning and timing. They can manage planning and commanding economic processes. Their digital competence is developing.

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 ON LECTURES IS RECOMMENDED, ATTENDANCE OCCASSIONALY 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 make 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.

Syllabus

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: Student 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 details the first stage of a LED strategy.
5.	Stage Two: Local Economy Assessment 1. LO: Students learn in details the second stage of a LED strategy.
6.	Stage Two: Local Economy Assessment 2. LO: Students learn in details the second stage of a LED strategy.
7.	Stage Three: Strategy Making 1.: Vision, Goals, Objectives LO: Students learn in details 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 details the third stage of a LED strategy. They learn how to create programs and projects.
9.	Stage Four: Strategy Implementation LO: Students learn in details the fourth stage of a LED strategy.
10.	Stage Five: Strategy Review LO: Students learn in details 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 about their knowledge

*LO learning outcomes

Course title:	Hungarian:	**Agrárpolitikai programok elemzése**	Code:	**GT_MVINE021-17**
	English:	**Analysis of Agricultural Programs**		

Institute:				Faculty of Economics and Business				
Prerequisites:				-			Code:	
		Classes per week				Requirement	Credit	Language of instruction:
		Lecture(s)		Seminar(s)				
		per week	**2**	per week	**2**		**3**	**English**
Responsible instructor				name:	**Dr. Szenderák János**		post	**associate lecturer**

Course goals:

to understand the basic agricultural policies and programs, furthermore, the global driving forces behind them. To evaluate the global issues in the framework of the Sustainable Development Goals by the United Nations.

Competences:

Knowledge:

Students understand the basic ideas and theories from the agricultural related economics literature. Students understand the global issues, which shape the agricultural policy making.

Skills:

By the end of the semester, students will be able to perform individual data analysis and evaluate the results. Students will understand the changes behind the global economy.

Attitude:

Student will perform more efficient evaluation of information and responsible decision making.

Autonomy and responsibility:

The students will be able to understand the scientific reports, evaluate and compare them to the relevant literature.

Course content , topics:

The subject is a general introduction to the modern agricultural policies, especially to the global driving forces behind these policies.

Learning methods:

Besides the presented lectures, students have to evaluate a scientific article distributed on a weekly basis.

Assessment

To pass the course, student have to achieve at least 60% on the exam.

Compulsory readings:

- Lecture notes
- Scientific articles distributed on a weekly basis

Recommended readings:

- UN, FAO, WRI and IFPRI studies, reports etc.

Syllabus

Week	Topics
1.	Agricultural Economics LO: The role of agriculture in the general economics
2.	The economics of poverty LO: Poverty and its development
3.	The global population growth LO: The agricultural consequences of population growth
4.	The food consumption in the developed and the developing countries LO: Differences between the structure of food consumption
5.	The environmental issues of food consumption I. LO: The environmental issues of food consumption
6.	The environmental issues of food consumption II. LO: The environmental issues of food consumption
7.	The environmental differences between animal and plant-based food consumption LO: The possible development of plant-based food consumption
8.	The challenges of the food industry LO: The food industry and the microplastic pollution
9.	Climate change I. LO: The causes of climate change
10.	Climate change II. LO: The consequences of climate change
11.	Climate change II. LO: Agriculture and climate change
12.	The global water problem LO: The drinking water issues
13.	What can be expected in the future? LO: What can be expected until 2050?
14.	Summary: LO: Evaluation of the semester

*LO learning outcomes

<table>
<tr><td colspan="2" rowspan="2">Course title:</td><td>Hungarian:</td><td colspan="3">Közösségfejlesztés</td><td rowspan="2">Code:</td><td colspan="2" rowspan="2">GT_MVINE101-17</td></tr>
<tr><td>English:</td><td colspan="3">Community development</td></tr>
<tr><td colspan="9"></td></tr>
<tr><td colspan="3">Institute:</td><td colspan="6">University of Debrecen, Faculty of Economics and Business, Institute of Rural Development, Regional Economy and Tourism Management</td></tr>
<tr><td colspan="3">Prerequisites:</td><td colspan="4">--</td><td>Code:</td><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td colspan="3">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td colspan="2" rowspan="2">Language of instruction:</td></tr>
<tr><td colspan="2"></td><td colspan="2">Lecture(s)</td><td>Gyakorlat</td></tr>
<tr><td></td><td>x</td><td>per week</td><td>2</td><td>per week</td><td>2</td><td rowspan="2">Kollokvium</td><td rowspan="2">2</td><td colspan="2" rowspan="2">English</td></tr>
<tr><td></td><td></td><td></td><td>-</td><td></td><td>-</td></tr>
<tr><td colspan="3">Responsible instructor</td><td>name:</td><td colspan="2">Prof. Dr. Rákos Mónika</td><td>post</td><td colspan="2">university professor</td></tr>
</table>

The aim of the subject, that the students deepens 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.

Competences:

Knowledge:

- Students are aware of the fundamental ideas, theories of economics, and those of the international economics relations as concerned with the relevant economic players, functions, and processes.
- Students will know the most important methods of data collection, analysis and problem solving.
- Students will know how to recognise and use the ways, methods and tools of the effective communication.

Skills:

- Students follow and understand the processes of international business and world economy, the changes in, and effects of, economic policy and in the areas of law and economic policies relevant for their profession.
- The students will be able to analyse the behaviour and the formal and informal background of the institutional network of the food chain and use this knowledge during their work.
- Students will be able to complete effective self-education and to plan and to organise their individual studies and to find the relevant sources.
- After completing the course students will be able to prepare a recapitulative evaluation of the relevant knowledge and to transfer it to professional user as well in oral and written ways.

Attitude:

- The students will be open-minded, constructive and initiator when they will meet professional tasks. They will pursue to respects all the regulations and ethical norms during the decision making even in extraordinary cases as well.
- The students accept the importance of the professional progression and of the career planning and also have a need for self-education.
- The students will become recipient for opinions expressed by other people and for the sectoral, regional, national and European values (including social, societal, ecological and sustainability viewpoints).
- After completing the course the students will become engaged with the R+D+I activities in the food industry.

d) Autonomy and responsibility:

- After completing the course the students will be able to become responsible for their own work and for the work of their subordinate colleagues.
- After completing the course the students will be able to be responsible for the consequences of their statements and opinions.

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 there are some generations that 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.

Planned learning activities, teaching 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 exam "A", "B" and "C" options available, according to the general exam rules of the University. The results will be assessed on the basis of a written exam covering the whole year.

Compulsory readings:

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

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 modul, 2000

Syllabus	
1.	Defining community development, community reports
	LO: Creating a learning document and learn the make difference between communities
2.	Basic functions of a Community
	LO: Recognize the functions in a Community
3.	Community development as a profession and a movement
	LO: Understanding the 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
6.	Sustainability, systems approach
	LO: Applying system thinking
7.	Social resources, active citizenship
	LO: Understands the importance of social resource and development steps
8.	Community development process I.
	LO: Getting to know the steps of community development.
9.	Community development process II.
	LO: Getting to know the steps of community development.
10.	Community, locality, communication
	LO: Acquiring active listening and questioning
11.	Methods for facilitating and activating cooperation
	LO: Mastering the tool of the activating tools
12.	Case studies to illustrate the potential of community development
	LO: Getting to know the implemented community developments
13.	Case studies to illustrate the potential of community development
	LO: Getting to know the implemented community developments
14.	Summary
	LO: Synthesis of lectures given during the semester.

*LO learning outcomes

<table>
<tr><td rowspan="2">Course title:</td><td>Hungarian:</td><td>Termelés-gazdaságtan</td><td rowspan="2">Code:</td><td rowspan="2">GT_MVINE023-17</td></tr>
<tr><td>English:</td><td>Production and Operation Management</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td colspan="2">Institute:</td><td colspan="3">Faculty of Economics and Business</td></tr>
<tr><td colspan="2">Prerequisites:</td><td>-</td><td>Code:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td colspan="2">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td rowspan="2">Language of instruction:</td></tr>
<tr><td>Lecture(s)</td><td>Seminar(s)</td></tr>
<tr><td></td><td>per week 2</td><td>per week 1</td><td>K</td><td>4</td><td>English</td></tr>
<tr><td colspan="2">Responsible instructor</td><td>name:</td><td>Prof. Dr. Attila Bai</td><td>post</td><td>university professor</td></tr>
</table>

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 prognostization, 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.

Competences:

Knowledge about different methodologies learned in the course, and ability to synthesize them. Ability to apply theoretical and practical knowledge on the field of rural development with appropriate systematization. Openness to professional and methodological developments which make work process more efficient. Ability to work responsibly and independently, furthermore he/she can accept management and control by organizational hierarchy.

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 in order 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 (which is discussed commonly during the first lecture). The head of the course is going to refuse to sign the course if each of the three above-mentioned requirements is unsuccessful (e.g. in case of absence from the oral presentation, or overrun of deadline).

The grade of the test with minimum 25% performance, of the paper and of the oral presentation results an offered (average) grade, which can be changed based on the Regulation of Studies during the exam period. To reach minimum “satisfactory (2)” grade from each of the above-mentioned three partial grade (test, paper, presentation) is indispensable for 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

Syllabus

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.	Location decisions, facilities, factors of production, clusters
10.	Consultation, slideshow presentation
11.	Written exam (test), consultation

<table>
<tr><td rowspan="2">Course title:</td><td>Hungarian:</td><td colspan="3"></td><td>Code:</td><td>GT_MVINE018-17</td></tr>
<tr><td>English:</td><td colspan="3">Regional Planning and Programming</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td colspan="2">Institute:</td><td colspan="5">Faculty of Economics and Business,</td></tr>
<tr><td colspan="2">Prerequisites:</td><td colspan="3">-</td><td>Code:</td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td colspan="3">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td rowspan="2">Language of instruction:</td></tr>
<tr><td colspan="2">Lecture(s)</td><td colspan="2">Seminar(s)</td></tr>
<tr><td></td><td></td><td>per week</td><td></td><td>per week</td><td></td><td rowspan="2">Colloquium</td><td rowspan="2">4</td><td rowspan="2">English</td></tr>
<tr><td></td><td></td><td>2</td><td></td><td>2</td><td></td></tr>
<tr><td colspan="2">Responsible instructor</td><td>name:</td><td colspan="3">Dr. Péter Horváth</td><td>post</td><td>assistant professor</td></tr>
</table>

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 their practical application as well.

Competences:

Knowledge:

- *Should understand the importance of regional planning and programming*

Capabilities:

- *Should be able to control and improve planning processes*

Attitudes:

- *Should be open-minded to know and apply the newest methods of regional planning*

Autonomy, responsibility:

- *Should feel responsible for participate in regional planning*

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 on the basis of 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**

Syllabus

Week	Topics
1.	*Introduction, requirements*
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.	***Written exam***
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.	***Written exam***

<table>
<tr><td rowspan="2">Course title:</td><td>Hungarian:</td><td colspan="3">Élelmiszerlánc-biztonsági ismeretek</td><td rowspan="2">Code:</td><td rowspan="2">GT_MVINE026-17</td></tr>
<tr><td>English:</td><td colspan="3">Food Chain Safety Knowledge</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td colspan="2">Institute:</td><td colspan="5">Faculty of Economics and Business, Institute of Applied Informatics and Logistics</td></tr>
<tr><td colspan="2">Prerequisites:</td><td colspan="3">-</td><td>Code:</td><td>-</td></tr>
<tr><td colspan="2" rowspan="2"></td><td colspan="2">Classes per week</td><td rowspan="2">Requirement</td><td rowspan="2">Credit</td><td rowspan="2">Language of instruction:</td></tr>
<tr><td>Lecture(s)</td><td>Seminar(s)</td></tr>
<tr><td>full-time education</td><td>x</td><td>per week</td><td>2</td><td>per week</td><td>1</td><td>theoretical exam</td><td>3</td><td>English</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Responsible instructor</td><td>name:</td><td colspan="2">Dr. István Füzesi</td><td>post</td><td>associate professor</td></tr>
</table>

Course goals:

The course is designed to reach an advanced level of food chain safety knowledge. The course aims to familiarise students with key food safety concepts, product identification and traceability systems, and quality assurance systems and techniques to effectively support modern food chain management. The course is mainly application and applied theory oriented.

Competences:

Knowledge:

It possesses the most basic information gathering, analysis, task, and problem solving methods.

Capabilities:

It makes simpler professional reports, evaluations, presentations, and performs.

Attitudes:

It is receptive to receiving new information, professional knowledge and methodologies.

Autonomy, responsibility:

It performs job assignment independently, prepares own professional reports, create small presentations independently. If needed, it will be required to work with a staff member or a manager.

Course content, topics:

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

Learning methods:

The students get theoretical basic knowledge on 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 have to 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:

Presentation of lecture and seminars

P.A. Luning, F. Devlieghere and R. Verhé: Safety in the agri-food chain, Wageningen Academic 2006. ISBN: 978-90-7699-877-0

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

Recommended readings:

I Smith A Furness: Improving Traceability in Food Processing and Distribution, Woodhead Publishing 2006, ISBN: 9781855739598

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

Syllabus

Week	Topics
1.	Introduction to the 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 supply chain
	LO: Management of safety in 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 food supply chain
	LO: The background of traceability
9.	Quality management systems supporting the 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 European Union
	LO: The EU food safety regulation
12.	Official databases in food safety
	LO: Databasese in food safety
13.	Mobile and sensor technology in food chain safety
	LO: Mobile and sensor technology in food safety
14.	Presentation of student's project work
	LO: Independent practical problem solving, task presentation

*LO learning outcomes