

**GRADUATE
STUDIES
BULLETIN
2020-2024**

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The University of Eastern Africa, Baraton, is a Seventh-day Adventist institution of higher learning. It is located at Baraton, Nandi County, approximately 50 kilometers from Eldoret or 35 kilometers from Eldoret International Airport.

Though a private university, it is open to any student regardless of religion, gender, or race provided he/she is willing to abide by the policies of the university.

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Students are advised, however, that the bulletin provisions do not constitute a contract between a student and the University.

The University reserves the right to revise within a calendar or academic year its policies and regulations which are printed in this bulletin so long as such changes are communicated to the University community by the University Administration.

Attendance at the University of Eastern Africa, Baraton is a privilege and not a right.

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Academic Calendar

● 2020/2021

● First Semester

- New Students Report August 19, 2020
- New Students Registration August 20-21, 2020
- New Students Orientation August 24-25, 2020
- Continuing Students Registration August 24-25, 2020
- Classes Begin August 26, 2020
- Late Registration Fee in Effect August 26, 2020
- Last Day to Add a Class September 4, 2020
- Last Day to Change from Audit to Credit September 4, 2020
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record September 4, 2020
- Heritage Week September 14-19, 2020
- Week of Spiritual Emphasis October 4-10, 2020
- Last Day to Drop a Class with a "W" October 9, 2020
- Last Day to Change from Credit to Audit October 9, 2020
- Mashujaa Day Holiday October 20, 2020
- End of Semester Senate October 29, 2020
- Semester Examinations November 22-December 2, 2020

● Second Semester

- Registration January 4-5, 2021
- Class Begin January 6, 2021
- Late Registration Fee in Effect January 6, 2021
- Last Day to Add a Class January 15, 2021
- Last Day to Change from Audit to Credit January 15, 2021
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record January 15, 2021
- Week of Spiritual Emphasis January 31-February 6, 2021
- Last Day to Drop a Class with a "W" February 26, 2021
- Last Day to Change from Credit to Audit February 26, 2021
- Camp Meeting March 17-20-2021
- End of Semester Senate March 31, 2021
- Good Friday April 2, 2021
- Easter Monday April 5, 2021
- Semester Examinations April 11-21, 2021

● Intersemester

- Research Conference May 4-6, 2021
- Registration for Session 1 May 10, 2021
- Classes Begin for Session 1 May 10, 2021
- Late Registration Fee in Effect for Session 1 May 11, 2021
- Last Day to Add a Class for Session 1 May 11, 2021

- Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 1
- Last Day to Change from Audit to Credit for Session 1
- Probable Eid al-Fitr Holiday
- Last day to Drop a Class with a “W” for Session 1
- Last Day to Change from Credit to Audit for Session 1
- Madaraka Day Holiday
- Session 1 Final Examinations
- Registration for Session 2
- Classes Begin for Session 2
- Late Registration Fee in Effect for Session 2
- Last Day to Add a Class for Session 2
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 2
- Last Day to Change from Audit to Credit for Session 2
- Last day to Drop a Class with a “W” for Session 2
- Last Day to Change from Credit to Audit for Session 2
- Session 2 Final Examinations
- Graduation
-
-

May 11, 2021
 May 11, 2021
 May 13, 2021
 May 21, 2021
 May 21, 2021
 June 1, 2021
 June 3-4, 2021
 June 7, 2021
 June 7, 2021
 June 8, 2021
 June 8, 2021
 June 8, 2021
 June 8, 2021
 June 18, 2021
 June 18, 2021
 June 18, 2021
 July 1-2, 2021
 August 12-15, 2021

● **2021/2022**

● **First Semester**

- New Students Report
- New Students Registration
- New Students Orientation
- Continuing Students Registration
- Classes Begin
- Late Registration Fee in Effect
- Last Day to Add a Class
- Last Day to Change from Audit to Credit
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record
- Heritage Week
- Week of Spiritual Emphasis
- Last Day to Drop a Class with a “W”
- Last Day to Change from Credit to Audit
- Mashujaa Day Holiday
- End of Semester Senate
- Semester Examinations

August 18, 2021
 August 19-20, 2021
 August 23-24, 2021
 August 23-24, 2021
 August 25, 2021
 August 25, 2021
 September 3, 2021
 September 3, 2021
 September 3, 2021
 September 13-18, 2021
 October 3-9, 2021
 October 8, 2021
 October 8, 2021
 October 20, 2021
 October 28, 2021
 November 21-December 2, 2021

● **Second Semester**

- Registration
- Class Begin
- Late Registration Fee in Effect
- Last Day to Add a Class
- Last Day to Change from Audit to Credit

January 10-11, 2022
 January 12, 2022
 January 12, 2022
 January 21, 2022
 January 21, 2022

- Last Day to Add or Drop a Course without Entry on Permanent Academic Record
- Week of Spiritual Emphasis
- Last Day to Drop a Class with a “W”
- Last Day to Change from Credit to Audit
- Camp Meeting
- End of Semester Senate
- Good Friday
- Easter Monday
- Semester Examinations
-
- **Intersemester**
- Probable Eid al-Fitr Holiday
- Research Conference
- Registration for Session 1
- Classes Begin for Session 1
- Late Registration Fee in Effect for Session 1
- Last Day to Add a Class for Session 1
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 1
- Last Day to Change from Audit to Credit for Session 1
- Last day to Drop a Class with a “W” for Session 1
- Last Day to Change from Credit to Audit for Session 1
- Madaraka Day Holiday
- Session 1 Final Examinations
- Registration for Session 2
- Classes Begin for Session 2
- Late Registration Fee in Effect for Session 2
- Last Day to Add a Class for Session 2
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 2
- Last Day to Change from Audit to Credit for Session 2
- Last day to Drop a Class with a “W” for Session 2
- Last Day to Change from Credit to Audit for Session 2
- Session 2 Final Examinations
- Graduation
-
-

January 21, 2022
 February 6-12, 2022
 March 4, 2022
 March 4, 2022
 March 16-19-2022
 April 6, 2022
 April 15, 2022
 April 18, 2022
 April 19-28, 2022

May 3, 2022
 May 4-6, 2022
 May 9, 2022
 May 9, 2022
 May 10, 2022
 May 10, 2022
 May 10, 2022
 May 10, 2022
 May 10, 2022
 May 20, 2022
 May 20, 2022
 June 1, 2022
 June 2-3, 2022
 June 6, 2021
 June 6, 2021
 June 7, 2021
 June 7, 2022
 June 7, 2022
 June 7, 2022
 June 17, 2022
 June 17, 2022
 June 30-July 1, 2022
 August 18-21, 2022

● **2022/2023**

- **First Semester**
- New Students Report
- New Students Registration
- New Students Orientation
- Continuing Students Registration
- Classes Begin
- Late Registration Fee in Effect
- Last Day to Add a Class

August 24, 2022
 August 25-26, 2022
 August 29-30, 2022
 August 29-30, 2022
 August 31, 2022
 August 31, 2022
 September 9, 2022

● Last Day to Change from Audit to Credit	September 9, 2022
● Last Day to Add or Drop a Course without Entry on Permanent Academic Record	September 9, 2022
● Heritage Week	September 19-24, 2022
● Week of Spiritual Emphasis	October 2-8, 2022
● Last Day to Drop a Class with a “W”	October 14, 2022
● Last Day to Change from Credit to Audit	October 14, 2022
● Mashujaa Day Holiday	October 20, 2022
● End of Semester Senate	November 2, 2022
● Semester Examinations	November 27-December 7, 2022
●	
● Second Semester	
● Registration	January 9-10, 2023
● Class Begin	January 11, 2023
● Late Registration Fee in Effect	January 11, 2023
● Last Day to Add a Class	January 20, 2023
● Last Day to Change from Audit to Credit	January 20, 2023
● Last Day to Add or Drop a Course without Entry on Permanent Academic Record	January 20, 2023
● Week of Spiritual Emphasis	February 5-11, 2023
● Last Day to Drop a Class with a “W”	March 3, 2023
● Last Day to Change from Credit to Audit	March 3, 2023
● Camp Meeting	March 15-18-2023
● End of Semester Senate	April 5, 2023
● Good Friday	April 7, 2023
● Easter Monday	April 10, 2023
● Semester Examinations	April 16-26, 2023
● Probable Eid al-Fitr Holiday	April 22, 2023
●	
●	
● Intersemester	
● Research Conference	May 2-4, 2023
● Registration for Session 1	May 8, 2023
● Classes Begin for Session 1	May 8, 2023
● Late Registration Fee in Effect for Session 1	May 9, 2023
● Last Day to Add a Class for Session 1	May 9, 2023
● Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 1	May 9, 2023
● Last Day to Change from Audit to Credit for Session 1	May 9, 2023
● Last day to Drop a Class with a “W” for Session 1	May 19, 2023
● Last Day to Change from Credit to Audit for Session 1	May 19, 2023
● Madaraka Day Holiday	June 1, 2023
● Session 1 Final Examinations	June 1-2, 2023
● Registration for Session 2	June 5, 2023
● Classes Begin for Session 2	June 5, 2023
● Late Registration Fee in Effect for Session 2	June 6, 2023
● Last Day to Add a Class for Session 2	June 6, 2023

● Last Day to Add or Drop a Course without Entry	June 6, 2023
● on Permanent Academic Record for Session 2	June 6, 2023
● Last Day to Change from Audit to Credit for Session 2	June 16, 2023
● Last day to Drop a Class with a “W” for Session 2	June 16, 2023
● Last Day to Change from Credit to Audit for Session 2	June 16, 2023
● Session 2 Final Examinations	June 29-30, 2023
● Graduation	August 17-20, 2023
●	
●	
● 2023/2024	
●	
● First Semester	
● New Students Report	August 23, 2023
● New Students Registration	August 24-25, 2023
● New Students Orientation	August 28-29, 2023
● Continuing Students Registration	August 28-29, 2023
● Classes Begin	August 30, 2023
● Late Registration Fee in Effect	August 30, 2023
● Last Day to Add a Class	September 8, 2023
● Last Day to Change from Audit to Credit	September 8, 2023
● Last Day to Add or Drop a Course without Entry	
● on Permanent Academic Record	September 8, 2023
● Heritage Week	September 18-23, 2023
● Week of Spiritual Emphasis	October 1-7, 2023
● Last Day to Drop a Class with a “W”	October 13, 2023
● Last Day to Change from Credit to Audit	October 13, 2023
● Mashujaa Day Holiday	October 20, 2023
● End of Semester Senate	November 1, 2023
● Semester Examinations	November 26-December 6, 2023
●	
● Second Semester	
● Registration	January 8-9, 2024
● Class Begin	January 10, 2024
● Late Registration Fee in Effect	January 10, 2024
● Last Day to Add a Class	January 19, 2024
● Last Day to Change from Audit to Credit	January 19, 2024
● Last Day to Add or Drop a Course without Entry	
● on Permanent Academic Record	January 19, 2024
● Week of Spiritual Emphasis	February 4-10, 2024
● Last Day to Drop a Class with a “W”	March 1, 2024
● Last Day to Change from Credit to Audit	March 1, 2024
● Camp Meeting	March 13-16-2024
● Good Friday	March 29, 2024
● Easter Monday	April 1, 2024
● End of Semester Senate	April 3, 2024
● Probable Eid al-Fitr Holiday	April 10, 2024
● Semester Examinations	April 14-24, 2024

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- **Intersemester**
- Research Conference May 7-9 2024
- Registration for Session 1 May 13, 2024
- Classes Begin for Session 1 May 13, 2024
- Late Registration Fee in Effect for Session 1 May 14, 2024
- Last Day to Add a Class for Session 1 May 14, 2024
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 1 May 14, 2024
- Last Day to Change from Audit to Credit for Session 1 May 14, 2024
- Last day to Drop a Class with a “W” for Session 1 May 24, 2024
- Last Day to Change from Credit to Audit for Session 1 May 24, 2024
- Madaraka Day Holiday June 1, 2024
- Session 1 Final Examinations June 6-7, 2024
- Registration for Session 2 June 10, 2024
- Classes Begin for Session 2 June 10, 2024
- Late Registration Fee in Effect for Session 2 June 11, 2024
- Last Day to Add a Class for Session 2 June 11, 2024
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 2 June 11, 2024
- Last Day to Change from Audit to Credit for Session 2 June 11, 2024
- Last day to Drop a Class with a “W” for Session 2 June 21, 2024
- Last Day to Change from Credit to Audit for Session 2 June 21, 2024
- Session 2 Final Examinations July 4-5, 2024
- Graduation August 15-18, 2024

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- **2024/2025**

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- **First Semester**
- New Students Report August 21, 2024
- New Students Registration August 22-23, 2024
- New Students Orientation August 26-27, 2024
- Continuing Students Registration August 26-27, 2024
- Classes Begin August 28, 2024
- Late Registration Fee in Effect August 28, 2024
- Last Day to Add a Class September 6, 2024
- Last Day to Change from Audit to Credit September 6, 2024
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record September 6, 2024
- Heritage Week September 16-21, 2024
- Week of Spiritual Emphasis October 6-12, 2024
- Last Day to Drop a Class with a “W” October 11, 2024
- Last Day to Change from Credit to Audit October 11, 2024
- Mashujaa Day Holiday October 20, 2024
- End of Semester Senate October 30, 2024
- Semester Examinations November 24-December 4, 2024

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- **Second Semester**
- Registration January 6-7, 2025
- Class Begin January 8, 2025
- Late Registration Fee in Effect January 8, 2025
- Last Day to Add a Class January 17, 2025
- Last Day to Change from Audit to Credit January 17, 2025
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record January 17, 2025
- Week of Spiritual Emphasis February 2-8, 2025
- Last Day to Drop a Class with a “W” February 28, 2025
- Last Day to Change from Credit to Audit February 28, 2025
- Camp Meeting March 12-15-2025
- Probable Eid al-Fitr Holiday March 31, 2025
- End of Semester Senate April 2, 2025
- Semester Examinations April 13-23, 2025
- Good Friday April 18, 2025
- Easter Monday April 21, 2025
-
- **Intersemester**
- Research Conference May 7-9, 2025
- Registration for Session 1 May 12, 2025
- Classes Begin for Session 1 May 12, 2025
- Late Registration Fee in Effect for Session 1 May 13, 2025
- Last Day to Add a Class for Session 1 May 13, 2025
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 1 May 13, 2025
- Last Day to Change from Audit to Credit for Session 1 May 13, 2025
- Last day to Drop a Class with a “W” for Session 1 May 23, 2025
- Last Day to Change from Credit to Audit for Session 1 May 23, 2025
- Madaraka Day Holiday June 1, 2025
- Session 1 Final Examinations June 5-6, 2025
- Registration for Session 2 June 9, 2025
- Classes Begin for Session 2 June 9, 2025
- Late Registration Fee in Effect for Session 2 June 10, 2025
- Last Day to Add a Class for Session 2 June 10, 2025
- Last Day to Add or Drop a Course without Entry on Permanent Academic Record for Session 2 June 10, 2025
- Last Day to Change from Audit to Credit for Session 2 June 10, 2025
- Last day to Drop a Class with a “W” for Session 2 June 20, 2025
- Last Day to Change from Credit to Audit for Session 2 June 20, 2025
- Session 2 Final Examinations July 3-4, 2025
- Graduation August 14-17, 2025

Message from the Director of Graduate Studies and Research

Prof. Jane Kerubo, PhD

Welcome to the Graduate Studies of the University of Eastern Africa, Baraton (UEAB).

We take this opportunity to congratulate you for the choice you have made to pursue graduate studies. We, at UEAB, are committed to support you in your academic endeavor by providing a conducive environment for you to explore in depth your research interest and make a contribution to knowledge in your field of study. We have selected courses, practical experiences and faculty that will help you to realize your objectives. The international composition of our students and faculty will give you an opportunity to interact with people from diverse cultures and backgrounds resulting in a rich experience.

Graduate studies at UEAB are organized in line with the university mission: “To provide and advance a wholistic quality Christian education, which develops men and women to be earnest seekers of truth and be adequately equipped with appropriate knowledge, skills, and attitudes for service to God and humanity.” The programs of study have been carefully selected to respond to the needs of the communities where our graduates live and work. We also review and revise the course content, teaching and learning approaches in order to align with the current development in higher education. The faculty are highly skilled professionals in teaching, business, sciences, health sciences, research and innovation. Our graduate studies are encouraged to engage in your coursework and research with academic honesty, integrity, professionalism and creativity.

This bulletin summarizes the programs of study, university policies, procedures and regulations in relation to graduate studies at UEAB. You are encouraged to make reference to it at all times. If you have unanswered questions, please do not hesitate to visit the Office of Graduate Studies and Research.

1.0 INTRODUCTION

1.1 HISTORY OF THE UNIVERSITY

The beginning of the Seventh-day Adventist education in this part of Africa dates back to the establishment of the Seventh-day Adventist Church in the region, with the earliest church having been established in Tanzania in 1903, followed by more work around Lake Victoria in Kenya in 1906. In 1927, work started in Uganda and in 1928, Kamagambo Adventist College was established near Kisii town. Many primary and secondary schools have since been established. Some of these have been offering post-secondary education, but none of them has offered a full bachelor's degree program. For this reason, students desiring that level of education in an Adventist institution before 1980 had to go outside Eastern Africa.

During the 1970's, the Middle East College in Beirut, Lebanon served many such students. Thus, there was a great need for a full-fledged university in Eastern Africa. Consequently, in October 1978, the Afro-Mideast Division of Seventh-day Adventists took an action to establish such a university in Kenya. On December 21, 1978, the Kenya Government allotted the Baraton Animal Husbandry Research Station of 339 acres in Nandi District to the Seventh-day Adventist Church for the purpose of founding what is now known as the University of Eastern Africa, Baraton (UEAB). The University first opened its doors to undergraduate students in January 1980.

1.2 ACCREDITATION

UEAB is accredited by the Adventist Accrediting Association (AAA) of the Seventh-day Adventist Schools, Colleges, and Universities of the General Conference of Seventh-day Adventists, with headquarters in Silver Springs, Maryland, USA. It was chartered by the Government of the Republic of Kenya on March 28, 1991, being the first private University in Kenya to receive such a charter. The Kenya Government's Commission for University Education monitors the academic planning and management of the University on a regular basis.

1.3 MEMBERSHIP

The University is a unit in a comprehensive system of the Seventh-day Adventist institutions throughout the world operating under the auspices of the General Conference of Seventh-day Adventists. The system includes more than 5000 primary schools and more than 500 secondary schools, as well as colleges and universities in Africa, the Americas, Europe, Asia, and Australia.

The University is a member of the Commonwealth Association of Universities, Association of African Universities, and the Inter-University Council of East Africa.

1.4 GOVERNANCE

The University is owned and operated by the Seventh-day Adventist Church with the President of the church in East-Central Africa region as the University Chancellor. It is governed by the Board of Trustees chaired by the President of East Kenya Union Conference and the University Council whose chairman is the President of the West Kenya Union Conference. The council does

its work through the Administrative Board, chaired by the Vice Chancellor, who is the chief executive officer of the University.

1.5 PHILOSOPHY

UEAB operates on the Seventh-day Adventist worldview which holds that God is the Creator and Sustainer of the universe and life and the Source of true knowledge. The entrance of sin caused man's alienation from God, therefore, the restoration of man's relationship to God is the foundation of Christian education, which leads students into self-actualization and to discover and understand the truth through critical thinking.

1.6 MISSION

UEAB provides and advances a wholistic quality Christian education which develops men and women to be earnest seekers of truth and be adequately equipped with appropriate knowledge, skills, and attitudes for service to God and humanity.

1.7 VISION

To be a leading center of excellence in higher education and research producing world-class professionals equipped with moral virtues.

1.8 CORE VALUES/OPERATING PRINCIPLES

1. Integrity: Transparency and accountability are expected from all faculty, staff, and students. This is to be reflected in how we manage ourselves and all organizational resources.
2. Team work: We appreciate the available cultural diversity and we value each other and recognize the uniqueness of everyone's talents and abilities.
3. Commitment: We are dedicated to God and His Mission.
4. Professionalism: A well trained, well-educated and well-placed personnel is our greatest asset.
5. Excellence: Work done beyond the call is our standard.

1.9 NATURE OF KNOWLEDGE

UEAB believes that all true knowledge has its source from God and is made available to man through a variety of channels. This knowledge enables man to appreciate life and face problems that arise. It includes our heritage from the past as well as the knowledge obtained from continuing research. The University seeks to provide an opportunity for developing proficiency in discovering knowledge that is relevant to life.

1.10 THE ROLE OF THE UNIVERSITY

UEAB is founded on principles which address the needs of the society in which it functions and to inculcate the institution's philosophy of education. This is done through programs for the general public as well as developing educated citizens who can meet the needs of the community and of the Seventh-day Adventist Church.

The UEAB Charter provides that the functions of the University include, among others: to provide facilities for university education, including technological and professional education, and for research either directly or through the medium of affiliated colleges, schools or

department; to assist in the preservation, transmission and increase of knowledge and in the stimulation of the intellectual life and cultural development of the students; to conduct examinations for, and to grant degrees, diplomas, certificates, and other awards of the University; to determine the curriculum to be taught by and the qualification of lecturers; to cooperate with the Ministry of Education of the Republic of Kenya in the development of higher education; to revise and discontinue existing programs as well as to examine and approve proposals for schools, departments, degree courses, or subjects of study; and to provide for the harmonious development of the whole man through a balanced program of mental, spiritual, and social studies, activities, and experiences.

1.11 OBJECTIVES

1. Provide a balanced educational program that gives each student the opportunity to develop spiritually, mentally, physically, and socially;
2. Encourage the student to understand, appreciate, and adopt a Christian lifestyle and value system by:
 - a. Providing appropriate religious instruction in the classroom;
 - b. Providing a variety of religious services and activities;
 - c. Fostering an atmosphere on campus where Christian principles find practical expression in all relationships;
3. Help the student to strive for mental excellence by:
 - a. Maintaining a faculty of well-qualified instructors who can guide the student in the pursuit of knowledge;
 - b. Developing intellectual curiosity, engaging in reflective thought, and maintaining an intense desire to reach the highest level of professional skill;
 - c. Helping the student to refine mental abilities, thus promoting individuality and proper measure of self-reliance;
4. Assist the student to achieve and maintain physical health by:
 - a. Guiding the student to a fuller understanding of healthful living;
 - b. Helping the student to appreciate the dignity of labor and recognize the value of manual work;
 - c. Providing appropriate sports activities and encouraging the adoption of a personal exercise program;
 - d. Providing healthful food and living quarters.
5. Prepare the student to become a useful member of society by:
 - a. Promoting understanding and acceptance of persons from various backgrounds in the university community;
 - b. Helping to develop social skills that make for harmonious relationships with other people;
 - c. Emphasizing Christian service as the goal of life;
 - d. Encouraging the application of knowledge within the students' societal context.
6. Equip the student for:
 - a. An active role in the mission of the SDA Church;
 - b. Service-centered vocations and professions which contribute to the betterment of society;

7. Provide adequate facilities and infrastructure for a high quality education, such as library resources, laboratories, research facilities, classrooms, and buildings to support the various curricula and syllabi;

2.0 GRADUATE STUDIES

2.1 GOVERNANCE

The governance of the graduate programs at UEAB is by the Board of Graduate Studies chaired by the Deputy Vice Chancellor-Academics, the chief academic officer of the University. The board serves as an advisory body to the Director of Graduate Studies and Research who is responsible for coordinating all graduate-level programs and administering the policies that govern graduate studies and who serves as the secretary of the Board of Graduate Studies. The Board of Graduate Studies is composed of the school deans, the chairpersons of departments that offer graduate programs, the registrar, the director of quality assurance, and the director of affiliations, linkages, and extensions. The graduate program coordinator of each department are invitees to the Board of Graduate Studies.

Each department authorized to offer graduate programs has a Graduate Studies Committee consisting of three or more graduate faculty, the chairperson of the department being the chair, and the graduate program coordinator or one graduate faculty as the secretary, as the case may be. General supervision over graduate studies in each department is vested in the Graduate Studies Committee.

2.2 GRADUATE PROGRAM COORDINATOR

One of the functions of the graduate program coordinator is to review, during each semester, the student's academic program which he/she has tailored for the period the student is expected to be at UEAB. During registration the student must see his/her program coordinator who will verify the courses on the student's check sheet to be taken for the period and advise accordingly. The department graduate program coordinator, being the curriculum leader of the program, should hold a doctoral degree in a relevant field.

2.3 OBJECTIVES

Graduate programs at UEAB are designed with the following objectives:

1. To foster an intelligent understanding of Christian ideals;
2. To help students acquire relevant skills and in-depth experiences necessary in the performing of both professional and vocational life tasks;
3. To offer an educational experience encouraging the formation of character epitomic of a full harmonious development of the mental, the physical, the spiritual, and the social faculties;
4. To provide an environment which arouses intellectual curiosity and independent thinking necessary for learning and research.

3.0 ACADEMIC INFORMATION

3.1 Degrees Offered

Currently the University of Eastern Africa, Baraton offers the following graduate programs:

1. Master of Business Administration (MBA)
 - a. Accounting

- b. Business Management
 - c. Finance
 - d. Human Resource Management
 - e. Information Systems Management
 - f. Marketing
2. Master of Education (MEd)
 - a. Curriculum and Teaching
 - b. Educational Administration
 3. Master of Global Health (MGH)
 4. Master of Public Health (MPH)
 - a. Generalist and Health Promotion Option
 - b. Epidemiology and Disease Control Option
 5. Master of Science in Biological Sciences (MScBio)
 - a. Biomedical Option
 - b. Conservation Option
 6. Master of Science in Nursing (MScN) – Community Health
 7. Doctor of Philosophy (PhD) in Education
 - a. Curriculum and Teaching
 - b. Educational Administration

3.2 Academic Year

Academic year starts in August and ends in July. The academic year consists of two regular semesters (August to December and January to April), each covering a period of sixteen weeks, and two inter-semester sessions in May and June, covering a period of four weeks per session.

3.3 Academic Services

UEAB believes in academic excellence, and therefore strives to ensure that there are sufficient academic services in the form of a well-stocked library, an up-to-date computer center, an audio-visual services center, a center for research and statistics provided by the Office of Graduate Studies and Research, and a curriculum laboratory.

3.3.1 The Library

The UEAB library is well-equipped with resource materials on all disciplines taught at the institution. This is reflected in the nature of the library collection with current volumes, together with relevant journals and periodical subscriptions, and internet services.

3.3.2 The Computer Center

The UEAB computer center contains essential computer hardware and software, together with internet services, available for use by students, and the teaching and non-teaching staff.

3.3.3 Audio-visual Services

Audio-visual services exist to help UEAB students and staff with the design and dissemination of information. There is a section which handles photocopy needs of the university community. Lecture halls are provided with audio-visual equipment such as overhead, slide, and video projectors on request. Audio-visual services also operate a public address section which ensures that public address facilities are in place in any meetings where audibility would be hampered without voice-projecting devices. UEAB audio-visual services also operates a media learning center and language laboratory furnished with cassette/tape recorders and players, video tape players, slide and filmstrip viewing equipment, interactive laser disc, and interactive computer disk (CD-I). Further, the audio-visual services include maintenance and repair of audio-visual equipment, photocopiers, and duplicating machines owned by the University.

3.3.4 Center for Research and Statistics

The Center for Research and Statistics, managed by the Office of Graduate Studies and Research, provides research and statistical consultancy services, statistical analysis of data, and research seminars to graduate and undergraduate students, faculty and staff, and researchers. The office designs and conducts University research studies to provide information for policy making, planning, evaluation, and decision making and communicates results to the University and its constituencies. The office is equipped with computers and statistical packages.

3.3.5 Curriculum Laboratory

The UEAB curriculum laboratory, run by the School of Education, provides many invaluable services to the UEAB community. Such services include video recording, audio-cassette recording, and lamination services, among others.

3.4 Bulletin

The UEAB Graduate Studies bulletin is the primary source of academic information regarding the University and its graduate programs. It describes the academic policies of the University and defines the requirements that must be met for completing a program of studies. A student will become familiar with the Bulletin and clearly understand its policies prior to registration. It is the authoritative source of information for the planning of the student's course of study.

The graduate programs at UEAB are governed by policies designed to encourage continued intellectual growth. The purpose of these policies is to ensure the high academic standards expected of a high quality education. They help monitor student's progress and they encourage students towards a serious pursuit of their educational goals.

UEAB reserves the right to change any of its existing policies without prior notice. Academic policies developed and announced in the course of the school year have the same authority as those described in this Bulletin. This Bulletin supersedes all previous Bulletins and in case of any discrepancy between this and other earlier publications, this Bulletin will be authoritative.

4.0 ACADEMIC POLICIES

4.1 Admission

UEAB is committed to equal opportunity for all students and does not discriminate on the basis of sex, race, color, religion, disability, nationality, or ethnic origin in the administration of its admission, educational, financial, and student life programs and policies. A policy of selective admission is followed, however, based on the applicant's former scholastic achievement and character recommendations. Admission to, and continuation at, UEAB is dependent on evidence of good character, intellectual competence, support for the philosophy and mission of the University, and an expressed willingness to conform to University regulations.

The Office of Graduate Studies and Research processes applications to all the graduate programs of study. Inquiries and applications will be addressed to:

The Director of Graduate Studies and Research
University of Eastern Africa, Baraton
P. O. Box 2500-30100
Eldoret, Kenya

Acceptance for admission to a graduate program is determined by the Board of Graduate Studies upon the recommendation of the School/Department Graduate Studies Committee. Notification of admission or denial of admission is issued by the University Registrar. An admission letter is sent to the successful applicant by the University Registrar, notifying him/her of the reporting and registration dates.

Entry into the program is valid for the specific semester indicated on the admission notification. However, a student may request in writing to defer enrollment up to one (1) academic year.

4.2 Application Procedures

In order to avoid delay in the processing of applications and giving the students ample time to prepare to join the university, applicants are advised to submit application forms and supporting documents to the Office of the Assistant Registrar for Admission at least one (1) month prior to the anticipated date of entry.

An applicant seeking admission into a graduate program should submit a completed application form and the following supporting documents:

1. Official receipt of payment of a non-refundable application fee of KSh 2,500 (US\$ 26.00).
2. Certified photocopies of college or university diplomas or certificates.
3. Two (2) recent passport-size photos.

4. Three (3) filled evaluation (recommendation) forms for graduate studies from referees in sealed envelopes. **Note:** Referees must not be blood-related to the applicant and must know his/her professional abilities and personal character very well.
5. Two (2) certified copies of official transcripts from each college and university attended.
6. Certified photocopy of secondary school certificate.
7. Updated curriculum vitae.
8. Essay outlining the applicant's career and professional objectives
9. Certified photocopy of current practice license (for MScNursing applicants)

Where transcripts and degree certificates are not in English, they need to be accompanied by a certified English translation.

4.3 Foreign Applicants

UEAB believes in the rich cultural diversity that is enhanced when people from different cultural backgrounds come together. The University therefore encourages and welcomes applications from foreign students who wish to undertake graduate work.

In addition to the required supporting documents listed above, foreign applicants should meet the following requirements:

1. Immigration requirements
2. Affidavit of financial support
3. Guarantee deposit of \$500

4.4 Application Documents

All documents submitted become the permanent property of the University and will not be photocopied for individual use, returned, or forwarded to other agencies. Certified photocopies are acceptable if the applicant wishes to keep the originals. The application documents of those who are denied admission or have been accepted but did not register are destroyed after two years.

4.5 Deadline of Submission of Application Documents

- | | |
|---------------------------|-----------|
| 1. First semester intake | July 1 |
| 2. Second semester intake | October 1 |
| 3. Inter-semester intake | March 1 |

4.6 Admission Requirements

1. Submission of completed application form and supporting documents
2. GPA Requirement: There are two types of admission based on GPA: **regular admission** and **probationary admission**. A student admitted on probationary status will qualify for regular status after attaining a cumulative GPA of at least 3.00 (master's degree) or 3.30 (doctorate) at the end of one semester of study. Failure to achieve this requirement will lead to discontinuation from the program
 - a. Master's program
 - i. Regular Admission: A minimum cumulative GPA of 3.00 on a 4.00-point scale or a second class upper division or its equivalent at a bachelor's level.

- ii. Probationary Admission: A cumulative GPA of between 2.67 to 2.99 on a 4.00-point scale or a second class lower division or its equivalent at a bachelor's level **OR** A cumulative GPA of 2.50 to 2.66 on a 4.00-point scale or its equivalent at a bachelor's level with at least 3 years of relevant work experience in a related area of study.
In order to change the probationary status to regular, applicants admitted in probationary must meet a minimum of 3.0 GPA during the first two consecutive semesters
 - iii. Provisional admission: admission pending the equation of degree certificates by CUE. All degrees obtained from outside the republic of Kenya must be equated before a regular admission status is granted.
- b. Doctoral program
- i. Regular Admission: A minimum cumulative GPA of 3.30 on a 4.00-point scale or a first class division or its equivalent at a master's level.
 - ii. Probationary Admission: A cumulative GPA of between 3.00 to 3.29 on a 4.00-point scale or a second class upper division or its equivalent at a master's level **OR** A cumulative GPA of 2.67 to 2.99 on a 4.00-point scale or a second class lower division or its equivalent at a master's level with at least 6 years of relevant work experience in a related area of study.
 - iii. Provisional admission: admission pending the equation of degree certificates by CUE. All degrees obtained from outside the republic of Kenya must be equated before a regular admission status is granted.
3. English proficiency requirement:
- a. Instruction in graduate programs shall be conducted in English language. Applicants from countries whose medium of instruction is other than English language shall be required to take remedial courses in English language.
 - b. Applicants who have done English as a second language in their Bachelor's degree program and passed with a grade of C+ or its equivalent shall be exempted from taking remedial courses in English language.
4. Meet additional requirements as specified by the program.

4.7 Classifications of admission

4.7.1 Regular Admission

A student who has met all the admission requirements for the respective graduate program is admitted under "regular" status and are allowed to pursue his/her study program at the usual pace and sequence.

4.7.2 Probationary Admission

An applicant who does not meet the GPA requirement for regular admission may be admitted and given probationary status for one semester (completion of 12 credits). The admission status will be changed to regular status upon attainment of the required GPA in the program.

4.7.3 Provisional Admission

Applicants who do not meet the criteria for regular admission may, in certain circumstances, be admitted provisionally for a limited period of time to furnish evidence of completing the deficiency.

4.7.4 Non-matriculated Admission

A student who has met all UEAB admission requirements and wishes to take courses for professional growth but not applying for a degree may be classified under ‘non-matriculated’ status. A maximum of 12 credit hours may be applied to a graduate program if a non-matriculation student later wishes to change to regular status, provided that the grade of all the earned credits is not less than B.

4.7.5 Guest Students Admission

Guest students from another graduate institution may apply to the Board of Graduate Studies through the office of the Director of Graduate Studies and Research, who shall make arrangements with the registrar, the specific department and the student’s graduate institution for mutual understanding and consideration of the academic pursuit of the student. A maximum of 15 credits shall be taken under this arrangement. If the student wants to continue with his/her graduate program at UEAB, he/she should then initiate a formal application to the program.

4.7.6 Procedures for Change of Admission Status

Applicants who do not meet a program’s stated minimum grade point average (GPA) requirement are given probationary admission for one semester. The Director of Graduate Studies and Research will review the student’s transcript of records after the first 12 credits of graduate coursework and make a determination whether or not to give the applicant regular admission. If the student meets the minimum cumulative GPA of 3.00 for master’s and 3.30 for doctorate, the Director of Graduate Studies and Research will notify him/her in writing of his/her new admission status in the effective term.

If a student does not meet the GPA requirement for regular admission after his/her first 12 credits of graduate coursework, the Director of Graduate Studies will notify the department concerned. The department graduate studies committee will determine whether or not the student will be allowed to continue to register in courses for one additional term to improve his/her GPA. The decision of the department graduate studies committee will be communicated to the Director of Graduate Studies. A student who fails to meet the required GPA at the end of the extended term will be discontinued from the program.

4.8 Presentation of Original Degree Certificate(s)

Graduate students are required to present their original degree certificate(s) to the Registrar’s during their first semester of study. They will not be allowed to register for the next semester if this requirement is not complied with.

4.9 New Student Orientation

All new graduate students are expected to be present at the Graduate Student Orientation Program, as scheduled each semester. This program is designed to introduce new students to life

at UEAB and to present information about students' study programs, and to introduce students to their graduate program coordinators, to begin academic counseling, and to initiate registration.

5.0 REGISTRATION

5.1 Registration Procedure

This process begins with payment of fees and selection of courses. All students are expected to register online on the registration date announced in the bulletin/calendar. Registration is not complete until registration form printout is turned in and accepted by the Office of the Registrar.

5.2 Course Load

5.2.1 Master's Program

The minimum course load for a **full-time** master's student is six (6) credits or two (2) courses per session and a maximum of twelve (12) credits per semester. The minimum course load for a **part time** student is three (3) credits or one (1) course per session and the maximum is nine (9) credits per semester. The maximum load during the inter-semester is six (6) credits.

5.2.2 Doctoral Program

The minimum course load for a **full-time** doctoral student is six (6) credits or two (2) courses per session and a maximum of twelve (12) credits per semester. The minimum course load for a **part time** student is three (3) credits or one (1) course per session and the maximum is nine (9) credits per semester. The maximum load during the inter-semester is six (6) credits.

5.3 Contact Hours

A one-credit course in a graduate program is equivalent to 15 lecture (contact) hours in a semester, both in a regular or modular mode of study.

5.4 Class Size

The minimum number of students registered in a course, for it to take off, will be eight (8) (master's) and five (5) (doctorate).

5.5 Curriculum Check Sheet

A curriculum check sheet lists all courses in progression a student must take every semester to graduate. It is given to a student on the day of his/her first registration at UEAB.

5.6 Late Registration

Permission to register late must be obtained from the office of the Director of Graduate Studies and Research. A late registration fee will be charged. No student will be allowed to register after the last day to enter any classes announced in the bulletin.

5.7 Changes in Registration

Forms to be used for making changes in registration are obtained from the Registrar's office. The student must obtain the approval of the respective lecturers, program coordinator, department head, school dean, and the Director of Graduate Studies and Research and return the forms to the Registrar's office. Courses may be added up to the published "last day to enter class." Courses dropped by this date will not appear on the student's permanent record. When courses are dropped after this date but before the published "last date to drop a class with 'W'", a W grade will be recorded. If any course is dropped after this latter date, a grade of F is recorded.

5.8 Transfer of Credits

Students who have taken graduate courses from an accredited higher educational institution and plan to earn a master's/doctoral degree from UEAB can transfer up to 30% of the total number of graduate coursework credits. Only courses with grades of B and above or their equivalent for master's students and B+ and above or their equivalent for doctoral students can be transferred. The grades earned in transfer courses are not included in the computation of the grade point average (GPA). Application and processing for transfer of credits will be guided by the following transfer of credits policy.

1. After one semester of residence at UEAB a transfer student may apply to the Director of Graduate Studies and Research for transfer of credits. He/she must submit relevant documents for courses from his/her previous higher educational institution from which transfer is sought.
2. The Director of Graduate Studies will send a letter to respective program coordinators requesting the processing of transfer of credits for those who have submitted relevant documents (transcripts, course syllabus, bulletin, letter of application *etc.*)
3. The program coordinator, in conjunction with the relevant professors and lecturers, will recommend to the Board of Graduate Studies the number of credits and the courses acceptable for transfer through the School/Department Graduate Studies Committee.
4. Upon the approval of the Board of Graduate Studies, the Registrar notifies the student the number of credits and the courses that are transferred. A copy of the letter will be sent to the program coordinator.

5.9 Duration of Study

A student shall complete the master's program within a minimum of two (2) years up to a maximum of four (4) years.

A doctoral program will be completed within a minimum of three (3) years up to a maximum of six (6) years.

Failure to complete the program within the maximum period allowed requires application for readmission and results to repeating courses as recommended by the department.

A student may be re-admitted only once and, upon re-admission, is given a maximum of two (2) years to complete the master's program and a maximum of three (3) years to complete the doctoral program.

5.10 Student Leave of Absence

A student who plans to stop attending class for at most one year is required to apply for a leave of absence through a letter noted by the Program Coordinator and Director of Graduate Studies and Research. This letter will be submitted to the Board of Graduate Studies for approval. The approved period of leave of absence will not be included in the number of years of residence of the student in the University.

Absence of more than one year requires re-application. Students returning after absence must notify the office of the Director of Graduate Studies and Research of their intention to return and fulfill the requisite admission requirements.

6.0 ASSESSMENT

6.1 Absences

Absences are counted from the first day of classes, and are classified as excused or unexcused. Excused absences involve reasons of illness, authorized trips, or circumstances beyond the student's control. Absences for health reasons will be cleared through the University physician/medical doctor. Absences for any reasons other than those mentioned above are considered unexcused. If a student's total number of absences exceeds 15% of the total class meetings in a course, a grade of F may be recorded. If warranted by special circumstances, the Board of Graduate Studies may grant permission to make up the missed class work.

6.2 Final Examinations

6.2.1 Examination Timetable

The Assistant Registrar for Registration and Examination shall publish the examination timetable and shall appoint invigilators who will administer the examinations on the specified final examination period. *Graduate students are required to present an examination pass before they are allowed to take the final examinations.*

6.2.2 Policies and Procedures

To ensure that high standards are maintained in the administration of examinations in all graduate programs, the following policies and procedures shall be observed:

1. Individual lecturers shall set examinations in their respective disciplines and develop the marking scheme for the same.
2. The examination shall be moderated by the departments concerned.
3. Each individual lecturer will mark his/her own scripts.
4. The grades awarded by the lecturers shall be moderated by the department.

6.3 Grading System

The grading system for computing GPA in graduate programs shall be indicated as below:

Grade	GPA	Range of Marks
A	4.00	80-100
A-	3.67	75-79

B+	3.33	70-74
B	3.00	65-69
B-	2.67	60-64
C+	2.33	55-59
C	2.00	50-54
C-	1.67	45-49
D	1.00	40-44
F	0.00	0- 39

The final GPA shall be rounded off to 2 decimal places.

6.4 Minimum Grade for a Graduate Course

The minimum passing grade in any major/specialization/core course is B- (minus) in a master's program and B in a doctoral program.

A grade of C+ (master's) and B- (doctorate) may be allowed in not more than two non-major courses in the program.

6.5 Repeating Courses

A student who has earned below the minimum passing grade **must** repeat the course. A course may be repeated only **once**. The grades earned in two attempts remain on the student's permanent record, but in computing the cumulative GPA, the credits and points of the last grade will be used.

6.6 Change of grade

Upon receipt of the grade report the student should review it carefully for any errors or omissions. Should any corrections be necessary, they must be taken care of within two weeks of issuing of the grade report. The lecturer involved, **not** the student, should process the change of grade through the Board of Graduate Studies. A change of grade form may be obtained from the Office of the Director of Graduate Studies and Research or may be downloaded from the university website: www.ueab.ac.ke
(postgraduate links, postgraduate downloads: <http://www.ueab.ac.ke/index/node/226>)

6.7 Deferred Grade (DG)

A DG is assigned in certain courses that are of such nature that they may not be completed within one semester and are so designated beforehand. A DG has no effect on the GPA. A DG is applied for by the lecturer, **not** by the student. The form may be obtained from the Office of the Director of Graduate Studies and Research or may be downloaded from the university website: www.ueab.ac.ke
(postgraduate links, postgraduate downloads: <http://www.ueab.ac.ke/index/node/226>)

Courses for which a DG is awarded normally run over two semesters. Any extension of time beyond this needs the approval of the Board of Graduate Studies. The **student** needs to apply for extension. An application form for extension of DG may be obtained from the Office of Graduate Studies and Research or may be downloaded from the university website: www.ueab.ac.ke

(postgraduate links, postgraduate downloads: <http://www.ueab.ac.ke/index/node/226>)

If a final grade has not been submitted to the Registrar's Office by the end of two semesters, including the semester the DG was awarded, or after the approved extension period, the DG shall be administratively turned to AW (Administrative Withdrawal) by the Registrar. The AW shall remain a permanent record in the transcript. The student, therefore, has to register in the course again.

6.8 In Progress (IP)

A grade IP is awarded to students registered in Thesis/Dissertation Writing. The validity of the IP grade is up to the expiration of the student's bulletin (end of 6 years for master's and end of 8 years for doctorate from the first term of registration). A student whose bulletin has expired is required to apply for re-admission. Upon approval of re-admission, he/she has to register in Thesis/Dissertation Writing again and will be given 12 months for master's and 18 months for doctorate to finish his/her Thesis/Dissertation Writing.

6.9 Incomplete Work (IW)

An incomplete work (IW) indicates that major work has not been completed because of illness or other unforeseeable circumstances and not because of negligence. An IW is not automatically assigned but must be petitioned for in writing by the **student** prior to the final examination period. The Incomplete Work form is available online in the student downloads page of the university website. It requires the approval of the lecturer, Department Chair, School Dean, Registrar, and the DVC-Academics. The petitioner must designate what work is to be completed and time limit which shall not be later than the end of the following semester. An incomplete not removed on time will result in the grade stated on the application form.

6.10 Official Withdrawal (W)

A "W" is assigned when a student officially withdraws from a course by completing the necessary forms before the date stipulated in the academic calendar as the last day to drop a class with a W. After this date a grade of F is assigned if a class is dropped. To apply for a W, obtain forms from the Registrar's Office.

7.0 OTHER ACADEMIC ISSUES

7.1 Academic Dishonesty

Academic honesty is expected of every student at the University of Eastern Africa, Baraton. Academic dishonesty includes such things as plagiarism, forging signatures, using notes or text books during tests or examinations when not authorized, copying or looking at the test or paper of another student (formal or take home examinations), and aiding another student in any of these activities. Any academic dishonesty may result into a failing grade for the course, dismissal from the University, or any other disciplinary action deemed appropriate by the University

7.2 Academic Probation

The following policies apply to students on academic probation:

1. Students whose cumulative GPA in graduate course work falls below 3.00 (master's) or 3.30 (doctorate) in any given semester will be placed on academic probation and may be restricted to take a lighter load the following semester.
2. A student on academic probation will, however, be reinstated to regular standing if he/she achieves the required GPA for the semester during which he/she is on probation.
3. If a student's cumulative GPA falls below the required GPA for any two consecutive semesters, the student may be sent away on academic suspension for a period of one academic year. During this period, the student may be allowed to repeat courses to improve his/her GPA. The policy on repeating courses will apply. Such student will have to re-apply for admission to graduate work.

7.3 Academic Grievances

Any student desirous of expressing concern regarding instructional matters such as perceived unfair grading, cheating, or general misunderstanding should confer with the lecturer, chairperson of the department where the program is offered, school dean, and the Director of Graduate Studies and Research before the matter is taken in writing to the Deputy Vice Chancellor (Academics).

8.0 DEGREE REQUIREMENTS

8.1 General Requirements for All Degrees

Each graduate student will be acquainted with all the regulations and requirements as outlined in the bulletin. The student must take the initiative in such matters as pertain to the approval of the program of study, attendance, and taking of all the required tests and examinations. Specific requirements are listed under each respective degree. The general requirements are:

1. Course work
2. Comprehensive Examination
3. Publication
4. Thesis/Dissertation

8.2 Comprehensive Examination

Upon completion of all course work with a grade-point average of 3.00 or higher for the master's program and 3.30 or higher for the doctoral program, the student registers and sits for a Comprehensive Examination (1-2 credits) scheduled once a year by the department. Result of the comprehensive examination is released not later than two (2) weeks after the examination had been taken. The Department Chair/Graduate Program Coordinator sends an official communication on the result of the comprehensive examination to the student. The grade for the Comprehensive Examination is the average grade of all the papers written. Passing the comprehensive examination qualifies a student to be a candidate of the master's or doctoral degree.

8.3 Publication Requirement

A graduate student should present proof of acceptance for publication of at least one (1) article for master's degree candidates and at least two (2) articles for doctoral degree candidates in refereed journal(s) prior to graduation. The publications must be related and conform to the candidate's general area of study.

9.0 CONDUCT OF STUDIES AND SUPERVISION

9.1 Students' Rights

The student shall have the right to the following:

1. Being taught in the classroom, where applicable
2. Library use
3. Selecting three topics in order of preference from which they would seek approval of one of the topics as the thesis/dissertation title
4. Suggesting three names of members of the faculty from whom the Department may choose the expected thesis/dissertation supervisors
5. Requesting for dropping a thesis/dissertation supervisor who does not give time to read the submitted paper

9.2 Students' Responsibilities and Obligations

The student shall be obligated to the following:

1. Meeting financial obligations
2. Attending classes
3. Meeting official University appointments
4. Taking examinations
5. Submitting course requirements

10.0 THESIS/DISSERTATION WRITING

10.1 Definition of Thesis and Dissertation

Graduate Studies at UEAB require, among other things, that the student for a master's or doctoral degree submit and orally defend his/her master's thesis or doctoral dissertation. Whether a master's thesis or doctoral dissertation, it is, technically, a proposition a candidate wishes to defend. However, these have some basic differences.

1. A doctoral dissertation has a status much more superior and prestigious than that of a master's thesis because of its originality as regards its aim and magnitude of work as regards its coverage. It is highly of the status and nature of a doctoral dissertation that the aim of a candidate be such that a new theory or model arises from its desired research study or from previous researches done in a chosen field. This is called *theory-building*.
2. On the other hand, a master's thesis is less original and grandiose, in the sense that no new theory is offered and the population and sampling technique(s) are less extensive in coverage. It is *theory-verifying*.

All issues pertaining to thesis/dissertation writing are outlined in the GUIDELINES FOR THESIS/DISSERTATION WRITING, which is made available to students enrolled in Research Seminar.

10.2 Thesis/Dissertation Topic

The choice of a thesis/dissertation topic is done during the period the student is registered in Research Methods class (for master's degree students) and in Independent Research Paper class (for doctoral degree students). The research lecturer guides the student in formulating researchable topics. The thesis/dissertation topic is evaluated and approved by the faculty members of the department during the topic presentation scheduled by the department.

10.3 Thesis/Dissertation Supervision

Immediately upon the approval of the thesis/dissertation topic, the School/Department Graduate Studies Committee will select at least two thesis/dissertation supervisors, preferably from the names suggested by the student, to guide, supervise, monitor and facilitate the thesis writing of the student. The names of the thesis/dissertation supervisors will be recommended to the Director of Graduate Studies and Research for official appointment.

10.4 Thesis/Dissertation Proposal Writing/Presentation

A student is required to register in Seminar in Research Writing (Thesis/Dissertation Proposal Writing). The grade for this subject will be deferred until the student defends his/her thesis/dissertation proposal. In the process of writing the thesis/dissertation proposal, the student works with the appointed thesis/dissertation supervisors and may seek advice from the Seminar in Research Writing (Thesis/Dissertation Proposal Writing) lecturer toward the improvement of his/her proposal.

Upon completion of the thesis/dissertation proposal, the student files a request for proposal presentation. The proposal will be evaluated by three (3) examiners. The average grade awarded by the examiners for the thesis/dissertation proposal presentation will be recorded as the student's grade in Seminar in Research Writing (Thesis/Dissertation Proposal Writing).

10.5 Enrolling in Thesis/Dissertation Writing

Passing the written comprehensive examination and successful defense of the thesis/dissertation proposal are pre-requisites for enrolling in Thesis/Dissertation Writing.

A student who enrolls in the course, Thesis/Dissertation Writing, must pay the enrolment dues in full (tuition, miscellaneous, and thesis/dissertation supervision fees).

10.6 Maintenance of Student Status

It is expected that a master's student finishes his/her degree in two years and a doctoral student in three years. If a student fails to defend the master's thesis at the end of two years and the doctoral dissertation at the end of three years from the first term of registration, he/she will be required to register for 0.5 credit of Thesis/Dissertation continuation every regular semester until he/she successfully defends his/her master's thesis/doctoral dissertation.

10.7 The Thesis/Dissertation Examination

Upon completion of the thesis/dissertation, the candidate prepares three (3) bound copies of the thesis/dissertation. The three bound copies of the thesis/dissertation, with the declaration sheet duly signed by the candidate and the supervisors, will be submitted to the Director of Graduate Studies and Research, who will endorse one copy of the thesis/dissertation to the Department Chair/Graduate Program Coordinator, who will facilitate the appointment of the examiners (one

internal and one external) and endorse the appointed external and internal examiners to the Director of Graduate Studies and Research, who will write the official communication to the examiners requesting their services. Reports of the examiners are expected to be submitted to the Office of Graduate Studies and Research within 3 weeks.

The candidate will work closely with the thesis/dissertation supervisors to incorporate all the relevant suggestions of the examiners.

10.8 Graduate Seminar

The Office of Graduate Studies and Research, in coordination with the department, will organize a thesis/dissertation seminar, where the candidate presents his/her thesis/dissertation to the public, as a way of disseminating the thesis/dissertation findings to the University community. This exercise will also prepare the candidate for the thesis/dissertation oral defense.

10.9 The Thesis/Dissertation Oral Defense

Upon completion of the final draft of the thesis/dissertation (after examination), the candidate will obtain the Oral Defense Endorsement Form from the Office of Graduate Studies and Research and seek the signatures of the supervisors, the Student Finance Manager for financial clearance, and the Department Chair/Graduate Program Coordinator for academic clearance.

The candidate will submit three (3) bound copies of the thesis (for master's candidate) and four (4) bound copies of the dissertation for doctoral candidate to the Department Chair/Graduate Program Coordinator. The oral defense is scheduled within twenty-one (21) days after the members of the panel of oral examiners have received copies of the thesis/dissertation. The grading during the oral defense is centered on the three aspects of the study, as follows:

1. **Content** refers to the thesis/dissertation itself. The panel of oral examiners will decide whether the investigation is comprehensive enough and has answered satisfactorily the problems raised in the study. Emphasis is placed on the "substance", and not "format" or "style". (Correct format or style is assumed to have been considered when writing the thesis/dissertation).
2. **Presentation** refers to the way the candidate presents and elaborates on the content of the paper in an organized, logical manner without missing vital points of the thesis/dissertation. It means mastery of the thesis/dissertation.
3. **Defense** shows the ability of the candidate to justify his research design, findings, and conclusions. He/she must be able to readily locate the table and page to support his findings.

10.10 Post-Defense Requirements

When the thesis/dissertation has been successfully defended, the student revises the manuscript according to the comments and suggestions of the Panel of Oral Examiners, as spelled out in the Oral Examination Report signed by the supervisors and panel of oral examiners, under the guidance of his/her supervisors. Submission of the revised manuscript should not take more than three (3) months after the oral defense.

The candidate will print one copy of the corrected/revised thesis/dissertation and present to the supervisors. The supervisors will sign the Certification of Correction. The candidate will present

the printed copy of the thesis/dissertation and submit the Certification of Correction to the Department Chair who will authorize the binding of the thesis/dissertation by signing the form. A photocopy of the signed form will be submitted to the office of the Director of Graduate Studies and Research.

Eight (8) copies of the thesis/dissertation using the prescribed paper and color should be bound.





- One (1) copy for the researcher
- One (1) soft copy (in PDF) will be submitted to the Office of the Graduate Studies and Research.
- One (1) hard and soft copy (in PDF) will be submitted to each of supervisors.

Five (5) copies are to be submitted to the Department Chair, who will distribute to the following offices:

- The Department (1) and a soft copy (in PDF)
- The UEAB Library (1) and a soft copy (in PDF)
- Commission for University Education (1) hard and soft copies
- The Ministry of Education, Science and Technology (2) hard and soft copies

Submission of bound and soft copies (in CDs) of the thesis/dissertation is a requirement for graduation. The approved and/or defended thesis/dissertation becomes the sole property of the University of Eastern Africa, Baraton.

10.11 Color of Thesis/Dissertation Cover

1. Business	Maroon	
2. Education	Dark Blue	
3. Health Sciences	Light Blue	
4. Natural Sciences	Pine Green	

10.12 Grading System for Thesis (Proposal Defense, Examination, and Oral Defense)

80 – 100	Outstanding	A
75 – 79	Excellent	A-
70 – 74	Very Satisfactory	B+
65 – 69	Satisfactory	B
60 – 64	Pass	B-
50 – 59	Repeat Orals	C

11.0 GRADUATION

11.1 Date for Graduation

Graduation exercises take place in August. Only students who have completed all the requirements for graduation take part in the graduation exercises.

11.2 Responsibility for Degree Completion

The responsibility for meeting the requirements rests primarily on the student. Individual students will become acquainted with and fulfill all specified requirements to complete the degree for which they are enrolled.

11.3 Regulations

1. A student will graduate either under the bulletin in force when he/she first started the graduate program or on a subsequent bulletin if the student chooses it or when the old bulletin has been declared obsolete.
2. A cumulative GPA of 3.00 or grade B (master's) or 3.30 (doctorate) or grade B+ on a four-point scale must have been achieved.
3. All transfer of credits (if there are) must have been approved.
4. No incomplete or deferred grades on the transcript.
5. Proof of acceptance for publication of article(s) in refereed journal(s), at least one (1) for master's and at least two (2) for doctoral degree candidates
6. Submission of eight (8) bound copies of thesis/dissertation
7. Students are expected to participate in all services associated with graduation unless they are granted permission to graduate in absentia.
8. Participation in the commencement program requires that the bound theses shall have been submitted to the Office of the Director of Graduate Studies before the scheduled date of graduation.
9. Students must receive financial clearance from the Student Finance Office and approval of the Faculty Senate before they can participate in the graduation exercises.

11.4 Procedures

A request for graduation must be made on an official Graduation Application and Agreement Form. The form is available online in the university website: www.ueab.ac.ke (postgraduate links, postgraduate downloads: <http://www.ueab.ac.ke/index/node/226>)

The student must turn in the accomplished Graduation Application and Agreement Form on or before the deadline set by the Registrar's Office.

11.5 Graduation Fees

Graduation fee shall apply to all candidates including those graduating in absentia.

11.6 Graduation in Absentia

All students graduating from the University of Eastern Africa, Baraton are expected to attend the graduation ceremonies unless granted specific permissions by the Faculty Senate through the Board of Graduate Studies to be graduated in absentia. Permission will be sought at least two weeks before graduation. Permissions will be granted only for reasons considered genuine. Graduation fee will be charged.

12.0 TRANSCRIPTS

12.1 Requesting Transcripts

The Registrar's Office issues transcripts of the student's academic record upon written request by the student. Transcripts, degree certificates, or letters of completion are not issued to students with unpaid balance accounts or defaulted obligations or loans. Requests must reach the Registrar's Office at least five (5) days before they are needed. The first academic transcript is free. There is a fee for all subsequent transcripts.

12.2 Issuing Transcripts

Transcripts may be issued directly to students or sent to designated institutions upon the student's written request (including the student's signature). Requests should include the following information: First and last name, middle initial, maiden name (if applicable), UEAB identification number, last semester attended, and the full address of institution to which the transcript is to be sent.

PROGRAMS OF STUDY

MASTER OF BUSINESS ADMINISTRATION

Faculty:

Kibirango M.	PhD, Senior Lecturer
Maiyo, P.	PhD, Associate Professor
Misoi M.	PhD, Lecturer
Sang, M.	PhD, Lecturer
Ondari, W.	PhD, Senior Lecturer
Ong'eta, O. J.	PhD, Lecturer
Biru, S.	PhD, Lecturer

PHILOSOPHY

The University of Eastern Africa, Baraton (UEAB) operates on the Seventh-day Adventist Worldview, which holds that God is the Creator and Sustainer of the Universe and life and is the source of true knowledge. The entrance of sin caused man's alienation from God; therefore, the restoration of man's relationship with God is the foundation of Christian Education through a process of integration of faith and learning. This leads students into self-actualization and to discover and understand the truth through critical thinking.

MISSION

The mission of UEAB is to provide and advance wholistic quality Christian education which develops men and women to be earnest seekers of truth and equip them with appropriate knowledge, skills and attitudes for service to God and humanity.

VISION

The vision of the University of Eastern Africa, Baraton (UEAB) is to be a leading Centre of excellence in higher education and research producing world class professionals equipped with moral values.

SPECIFIC OBJECTIVES OF THE MBA PROGRAM

1. To respond to the needs of trainees/business personnel in the developing world in particular and global needs in general.
2. To provide opportunities for business graduates to pursue advanced studies in business and to attain qualification for management positions in business, industrial, and institutional operations.
3. To train professionals of high moral standing capable of ensuring value-driven provision of services to humanity.

EXPECTED LEARNING OUTCOMES FOR THE MBA PROGRAM

By the end of the Master of Business Administration program, students should be able to:

1. Manage human, material and financial resources in business organizations and enterprises.
2. Carry out business transactions based on legal frameworks, biblical and business ethics.
3. Prepare strategic plans for the operations of business organizations based on market demands, supply and best business practices.
4. Evaluate, analyze and interpret the performance of business enterprises based on accounting records, audit reports and customers' feedback reports.
5. Conduct quantitative and qualitative research projects on business operations, marketing, and development with a view of improving their operations.
6. Apply information technologies and quantitative techniques in making decisions on a business enterprise and organization.

OPTIONS

Option 1 - with Comprehensive Exam and Thesis

Option 2 - with Comprehensive Exam and Feasibility Study

NB: A thesis and a feasibility study are both research-based papers which will be presented for oral and written examination. The only difference is their focus. A feasibility study is a comprehensive, detailed information regarding a proposed business structure, products, services, and/or the market. They also examine the logistics of how one will deliver a product or service and the resources needed to make such a proposed business run efficiently or business structure, products, services, and/or the market will be effectively designed.

MODE OF STUDY

Courses are offered in modules. This requires students to attend all sessions required for his or her study program / option

AREAS OF EMPHASIS

The program offers different areas of emphasis, such as:

1. Accounting
2. Business Management
3. Finance
4. Human Resource Management
5. Information Systems Management
6. Marketing

Students are allowed to pursue two (2) areas of emphasis.

EXPECTED LEARNING OUTCOMES FOR MBA IN ACCOUNTING

By the end of the Master of Business Administration program in Accounting, students should be able to:

1. Explain accounting concepts, principles and practices;
2. Design, analyze and interpret accounting systems, services and structures in profit and non-profit making organizations and institutions;
3. Evaluate and interpret book-keeping and data processing services of national and multinational organizations;
4. Prepare, analyze and interpret audit reports of profit and non-profit making organizations;
5. Develop internal and external accounting control structures in organizations and institutions; and
6. Carry out accounting research based studies for purposes of improving institutional or organizational performance.

EXPECTED LEARNING OUTCOMES FOR MBA IN BUSINESS MANAGEMENT

By the end of the Master of Business Administration program in Strategic Management, students should be able to:

1. Carry out management roles in business organizations and institutions;
2. Compare and contrast management and leadership roles in organizations and institutions;
3. Explain management and leadership principles, theories and styles and their impact on organizations or institutions;
4. Design long and short term business plans in view of the organization's vision, mission and philosophy;
5. Compare and contrast organizational planning with strategic planning to suit the changing contemporary trends;
6. Plan, control, and improve the human, material and financial resources of an organization and institution in a changing environment; and
7. Conduct management research based studies for purposes of improving institutional human, material and financial resources performance.

EXPECTED LEARNING OUTCOMES FOR THE MBA IN FINANCE

The MBA in Finance program will provide broad professional competence and skills to prepare students for careers in academics and executive professions at banks and financial institutions of other firms.

By the end of the Master of Business Administration program in Finance, students should be able to:

1. Manage financial institutions and organizations at individual and institutional levels;
2. Evaluate, analyze, interpret and report on financial environments for public and private investment;
3. Explain the concepts, theories and practice of taxation and budgeting for public and private organizations and institutions;
4. Analyze and interpret investment and portfolio management plans and policies for individual and institutional investors; and
5. Plan for financial investment and management in order to maximize profit.

EXPECTED LEARNING OUTCOMES FOR MBA IN HUMAN RESOURCE MANAGEMENT

By the end of the Master of Business Administration program in Human Resource Management, students should be able to:

1. Explain human motivation theories and their practical application in contemporary society;
2. Design organizational structural organograms depicting human resources managerial and supervisory systems of executive and rank and file relationships;
3. Discuss, interpret, and apply the legal frameworks and organizational policies in human resources recruitment, hiring, placement, development, development, relation, firing, and compensations;
4. Plan, control and improve the human resources of an organization and institution in the light of its vision, mission and philosophy;
5. Apply biblical and business ethical norms and values in dealing with human resources;
6. Conduct research on human resources management for purposes of improving institutional performance.

EXPECTED LEARNING OUTCOMES FOR MBA IN INFORMATION SYSTEMS MANAGEMENT

Upon successful completion of the course a student, at a level appropriate to graduate study, should be able to:

1. Apply core knowledge in Management Information Systems (MIS);
2. Identify and analyze requirements for information systems;
3. Apply design principles in information systems;
4. Apply governance and security;
5. Effectively evaluate technology alternatives to solve problems in an MIS context;
6. Effectively communicate to both business and IT professionals;
7. Demonstrate understanding of the technologies for data and database management;
8. Apply the fundamental concepts and theories of information systems management;
9. Identify and differentiate various system analysis and development approaches; and
10. Justify the ethical and security issues in information systems management.

EXPECTED LEARNING OUTCOMES FOR MBA IN MARKETING

By the end of the Master of Business Administration program in Marketing, students will be able to:

1. Develop marketing strategies based on consumers' behavioral analyses and marketing techniques;

2. Analyze, interpret and report on market issues for the purpose of managing and controlling sales efforts at national and global levels;
3. Identify, evaluate and interpret market needs and wants for purposes of developing marketing strategies and maximize sales;
4. Analyze and interpret financial data for purposes of laying out realistic marketing strategies;
5. Conduct marketing research for purposes of improving products and sales.

APPLICATION TO THE MBA PROGRAM

1. For all applicants, the general admission requirements apply.
2. For applicants with non-business bachelor's degrees:
 - a. Choice of Area(s) of Emphasis:
 - i. Applicants to the Master of Business Administration program whose undergraduate degree is not business-related will be allowed to pursue an area of emphasis in **Business Management, Human Resource Management, or Marketing**.
 - ii. The areas of emphasis in **Accounting, Finance, and Information Systems Management** require a bachelor's degree in these areas, thus, non-business bachelor's degree graduates cannot be admitted to pursue these majors/options.
 - b. Bridging Courses
 - i. For those with non-business bachelor's degrees, a maximum of 26 credit-prerequisites are required in addition to the above as assessed and advised. *These bridging courses should be done first before allowing them to take the core and major courses.*
 - ii. The prerequisites/bridging courses shall be distributed as follows:

Accounting	8 Credits	(ACCT 111, ACCT112)
Marketing	3 Credits	(MKTG 115)
Computer	3 Credits	(INSY 118)
Management	3 Credits	(MGMT 475,)
 - c. Additional requirement for non-business bachelor's degree graduates without at least 3 years of work experience: Internship 3 Credits (BUAD 685)
3. Those with Higher National Diplomas, CPA(K), CFA, CPS(K) or its equivalent qualification, ACCA, CA, but have no undergraduate degree will be required to acquire an undergraduate degree before being admitted to the MBA program.

WRITTEN COMPREHENSIVE EXAMINATIONS (WCE)

Students are required to take the prescribed WCE. Students sit for the WCE after all course work is completed.

1. A WCE representing the totality of the student's program shall be taken by all MBA students who have completed all academic requirements and whose over-all cumulative GPA is not lower than 3.00.
2. WCEs are scheduled once a year during the 2nd semester.
3. Application and clearance forms for WCE are available at the office of the Department Chairperson.

4. The result of the examinations will be communicated to the student in writing within one (1) month after the examination. A passing grade of B shall be required to pass the exam.
5. A student who fails in two papers of the WCE fails the entire exam, and must take the whole examination again. Should a failing mark in one paper bring about an average lower than what is required to pass, the student shall take the exam once more in the next scheduled WCE only in the paper failed. The highest grade for a re-exam shall not be higher than B (plain).
6. Failure in any re-exam, whether of the entire exam or of specific paper, automatically terminates the candidacy of the student.

DURATION OF THE PROGRAM

A regular full-time student can complete the MBA program in two academic years.

For part-time students, the duration of the program is between three and one-half (3-1/2) to six (6) years with a maximum credit load of 9 credits per semester and 6 credits per inter-semester session.

SUMMARY

Courses	Credits
Foundation Courses	9
Major Courses	21
Area of Emphasis	9
Religion	4
Comprehensive Examination	1
Thesis/Feasibility Study Writing	6
Total	50

FOUNDATION COURSES **9**

BUAD 591	Foundation of Business Administration	3
BUAD 595	Quantitative Models and Statistical Analysis for Business	3
BUAD 596	Business Research Methods	3

MAJOR COURSES **21**

BUAD 600	Management Information System and E-commerce	3
BUAD 602	Operations and Total Quality Management	3
BUAD 603	Human Resource Management	3
BUAD 604	Financial Management	3
BUAD 605	Managerial Economics	3
BUAD 606	Managerial Accounting and Control	3
BUAD 608	Marketing Management	3

RELIGION **4**

BUAD 597	Biblical Perspectives of Business Ethics	2
BUAD 598	Philosophy of Values	2

INTERNSHIP **3**

BUAD 685	Internship in Business Administration <i>(for non-business bachelor's degree graduates without at least 3 years of experience)</i>	3
WRITTEN COMPREHENSIVE EXAMINATIONS (WCE)		1
BUAD 690	WCE	1
THESIS WRITING		6
BUAD 692	Seminar in Thesis/Feasibility Study Writing	2
BUAD 693	Thesis/Feasibility Study Writing	4
COURSES FOR AREA OF EMPHASIS		
Accounting		9
BUAD 621	Advanced Financial Accounting	3
BUAD 622	Accounting Consultancy	3
BUAD 623	Operational and Internal Auditing	3
Finance		9
BUAD 631	Public Finance and Fiscal Policies	3
BUAD 632	Investment and Portfolio Management	3
BUAD 633	International Finance	3
Human Resource Management		9
BUAD 661	Motivation and Performance at Work	3
BUAD 662	Human Resource Development and Career Planning	3
BUAD 663	Human Behavior in Organization	3
Information Systems Management		9
BUAD 613	Principles of Information Security and Privacy	3
OR		
BUAD 615	IT Governance and Security	3
BUAD 614	Systems Analysis, Planning and Control	3
BUAD 616	<i>Database Management Systems</i>	3
Marketing		9
BUAD 671	Consumer Behavior	3
BUAD 672	Global Marketing and Sales Management	3
BUAD 673	Marketing Research	3
Strategic Management		9
BUAD 641	Leadership	3
BUAD 642	Corporate Planning	3
BUAD 643	Managing Change and Innovation	3

PROPOSED COURSE PLAN

Year 1

Semester	Course Code	Course Title	Credits
I	BUAD 591	Foundations of Business Administration	3
	BUAD 595	Quantitative Models and Statistical Analysis for Business	3
	BUAD 597	Biblical Perspectives of Business Ethics	2
	BUAD 600	Management Information System and E-commerce	3
	Total		11
II	BUAD 596	Business Research Methods	3
	BUAD 602	Operations and Total Quality Management	3
	BUAD 603	Human Resource Management	3
	BUAD	Specialization 1	3
	Total		12
Inter Semester	BUAD 604	Financial Management	3 cr
	BUAD 692	Seminar in Thesis/Feasibility Study Writing	2 cr
	Total		5

Year 2

Semester	Course Code	Course Title	Credits
I	BUAD 605	Managerial Economics	3
	BUAD 606	Managerial Accounting and Control	3
	BUAD	Specialization 2	3
	BUAD	Specialization 3	3
	Total		12
II	BUAD 608	Marketing Management	3
	BUAD 598	Philosophy of Values	2
	BUAD 690	Written Comprehensive Examination	1
	BUAD 691	Thesis/Feasibility Study Writing	4
	Total		10

GRADUATION

COURSE DESCRIPTIONS

BUAD 591 Foundation of Business Administration 3 Credits

This course is a bridging course between undergraduate and graduate work. It aims to acquaint the learners with the basic principles, concepts and theories of business administration and to equip them with all major areas of managerial skills necessary to succeed in the market place and in their career. The course content includes the environment of business: business and economics, ethics and corporate social responsibilities, and global business; business ownership and entrepreneurship; management and organizations, human resources; marketing; productions and operations; risk and insurance; managing information, accounting and financing.

BUAD 595 Quantitative Models and Statistical Analysis for Business 3 Credits

This course provides the quantitative analytical techniques and models necessary for managerial decision making: problem-solving and the decision-making process, quantitative analysis and decision analysis, linear programming, transportation and assignment models, integer programming, dynamic programming, non-linear programming and optimization, multi-criteria decision analysis, Markov process, forecasting, networks and project management, inventory models, queuing models, simulation models. Descriptive and inferential statistics will be discussed: numerical descriptive measures, normal distribution, confidence interval, estimation of the population mean, and hypothesis testing (t-test, one-way analysis of variance, chi-square, correlation coefficients, multiple regression analysis).

BUAD 596 Business Research Methods 3 Credits

The purpose this course is to study research concepts and methodology relevant to business and industry. It discusses the meaning of research, its sequential development, and steps of the scientific method applied to business. It provides an overview of the research process and examines the concepts and techniques of management research that support decision making. The differences between qualitative and quantitative research methodologies are considered with substantial emphasis on survey research. Other specific topics that will be covered include: identification of a research problem, research designs and choice of a methodology, triangulation, sampling designs, non-probability and probability sampling designs, measurement and scaling techniques, writing research reports. The course is structured so that students will learn how to create a research proposal and how to design, conduct, and evaluate research studies. Prerequisite: BUAD 595

BUAD 597 Biblical Perspectives of Business Ethics 2 Credits

The businessman in a free enterprise society often confronts certain conflicts due to his failure to discern and appreciate the cultural and Christian values. This course is designed to help the student understand the context of business ethics based on biblical standards. The student is expected to be able to describe the foundations of Christian ethics and those of business ethics, to analyze business ethical issues, to evaluate objectively the organizational conduct and behavior, and to design and implement an ethics program. Particular attention is made to the biblical perspectives of business profit and corporate responsibility.

BUAD 598 Philosophy of Values 2 Credits

An evaluation of moral philosophies from Socrates to contemporary philosophers from a biblical point of view. The course examines the moral philosophies of 2 – 3 selected philosophers from each of the four periods of the history of philosophy: the ancient period, the medieval period, the modern period, and the contemporary period. The student is expected to be able to describe, analyze the implications, evaluate, and apply the selected moral philosophies from a biblical perspective.

BUAD 600 Management Information and Communication Systems 3 Credits

This course is designed to provide students with an understanding of the importance and the role of Management Information Systems through the application of e-commerce, internet and other information technologies in making better decisions affecting the success of an organization, and

the types of information systems that support business functions. Emphasis will be placed on the IT infrastructure, communication networks, planning, development, installation and maintenance of business computer applications that are utilized in the typical business environment. The course also addresses some ethical issues created by the overwhelming influence of IT in every aspect of people's lives including business, educational and social transactions. Prerequisite: at least one undergraduate information systems course.

BUAD 602 Operations and Total Quality Management 3 Credits

This course aims to equip learners with requisite insights into the complex area of production and total quality management as key components of a successful competitive strategy. It therefore hopes to familiarize learners with the necessary quantitative and qualitative methodology for identifying and solving production problems and related quality control issues. Prerequisites: BUAD 591

BUAD 603 Human Resource Management 3 Credits

This course intends to equip the learners with essential human resource management concepts and techniques for effective management of people and jobs in business organizations. The major content of the course deals with the concept of human resource management (HRM); HRM and business effectiveness; international HRM and global economy; organizational culture; commitment and employee branding; strategic HRM: people strategies, change strategies and resourcing strategies; managing diversity; performance and compensation; learning and development; and employee relations. Prerequisite: BUAD 591

BUAD 604 Financial Management 3 Credits

The course focuses on investing and financing activities of an organization. It emphasizes on the creation of value, the relationships between risk and return and efficient utilization of assets and the alternative sources of funds. It includes presentation and application of the modern principles, concepts, and practices in financial management as it relates to the overall administration of the organization. Prerequisite: BUAD 591

BUAD 605 Managerial Economics 3 Credits

The course will provide students with a solid foundation of economic understanding for use in managerial decision-making. It includes the study of the nature and scope of managerial economics, demand and supply model, demand analysis estimation and forecasting, production analysis and compensation policy, cost analysis and estimation, competitive markets, performance and strategy in competitive markets, monopoly and monopolistic competition and oligopoly, game theory and competitive strategy, pricing practices, organization structure and corporate governance, government and the market system. Prerequisites: BUAD 591 and BUAD 597

BUAD 606 Managerial Accounting and Control 3 Credits

This course will help students strengthen their ability to process and evaluate accounting information that is useful in management decision-making and financial planning. Emphasis is made on cost analysis, control, and planning. The course will also help students integrate ethical and behavioral considerations in management decision making, planning, and control functions.

The concepts are sufficiently general to be applicable in both profit and not for profit organizations, but discussions will deal with profit – oriented firms. Prerequisite: BUAD 591

BUAD 608 Marketing Management 3 Credits

This course is designed to equip the students with competitive marketing practices and strategies to effectively manage marketing environmental trends and challenges facing marketing managers today and tomorrow. The course covers the marketing overview; managerial aspects of marketing functions; the key marketing decision variables; target market selection, product pricing and distribution and promotion around the various marketing processes; Strategy formulation, organization, implementation and evaluation. Prerequisite: BUAD 591

BUAD 613 Principles of Information Security and Privacy 3 Credits

This course provides a broad overview of security in information systems. Covered are various aspects of security in computing, including security threats and controls; basic cryptography and its applications; network intrusion detection and prevention; security administration and planning; anonymity and privacy; legal issues; protection; and ethics. Coursework also examines controls in information systems, and addresses security issues surrounding information systems and computer-generated data. Prerequisite: BUAD 600

BUAD 614 Systems Analysis, Planning and Control 3 Credits

This course introduces concepts and tools of systems development and implementation, and emphasizes using the life-cycle approach to effectively manage business information. The course provides practice in each major phase of the life-cycle approach: planning, analysis, design, implementation and operation/support. Business reengineering techniques and project management models are used. Students apply concepts and tools learned in a term project. Prerequisite: BUAD 600

BUAD 615 IT Governance 3 Credits

This course introduces principles of information technology governance, focusing on IT control objectives (COBIT) and related internal controls. Coursework explores best practices for managing IT processes; meeting multiple needs of enterprise management by bridging gaps between business risks; technical issues; control needs; and performance measurement requirements. Students explore IT industry standards, and develop governance skills relating to creating and maintaining corporate information systems policy. Prerequisite: BUAD 600

BUAD 616 Database Management Systems 3 Credits

Introduces database management and database management systems (DBMS). Teaches technical and managerial skills in database planning, analysis, logical design, physical design, implementation, and maintenance. Features hands-on training in database design, development, and implementation using relational DBMS software. Emphasizes designing and developing reliable databases to support organizational management. Cross-listed as OMIS 366. Credit will not be given for both. Prerequisite: *Experience with computer usage*

BUAD 621 Advanced Financial Accounting 3 Credits

The primary purpose of the course is to help students develop, interpret, and use accounting information intelligently and effectively. It helps students evaluate the accounting principles

and practices that are appropriate for specific situations and guide them to understand the complexities of modern business entities. It helps them understand new organizational structures for conducting business, accounting scandals related to complex business transactions, the foreign activities of multinational firms, the operations of governmental, and nonprofit entities.
Prerequisite: BUAD 606

BUAD 622 Accounting Consultancy 3 Credits

The course focuses on the non-attest services of accountants such as designing accounting systems, providing manual or automated bookkeeping or data processing services, tax services and developing internal control structures for different kinds of business organizations. It also covers the consulting process – defining problems or opportunities, fact finding, evaluating alternatives, formulating proposed actions, communicating results, implementing action plans, and follow up; and the statement on standards for consulting services (SSCSs) by accountants.
Prerequisite: BUAD 606

BUAD 623 Operational and Internal Auditing 3 Credits

This course will provide students with modern principles, concepts, and practices of operational auditing and internal auditing. Emphasis will be given to design and evaluation of internal controls. Topics to be discussed include philosophy and environment of auditing, nature of an audit, types, preparation, completion, and writing of audit reports, and the role of management and the auditor in the preparation and verification of financial statements
Prerequisite: BUAD 606

BUAD 631 Public Finance and Fiscal Policies 3 Credits

This course aims at a critical analysis of the environment in which business operates and how to manage the effect of the fiscal environment. The course shall cover the principles of public finance, government intervention, failure of the price system, government expenditure, private expenditure, crowding in/out of private investment, theory of taxation, budgeting, sources of funding, deficit financing, financial administration, instruments of expenditure management, debt burden, international financial institutions and aid flow.

BUAD 632 Investment and Portfolio Management 3 Credits

A practical approach to investing intelligently, this course presents logical and flexible sequence of the entire area of investment and portfolio management, principles, practice, and analysis. Distinguishing the classes of securities, it gives the portfolio plans and policies for individual and institutional investors. It also includes a survey of the different financial intermediaries which have something to do with investments as well as the supervisory and regulatory agencies.

BUAD 633 International Finance 3 Credits

The aim of this course is to familiarize the students with the theories and practices of international finance, to acquaint them with fundamental concepts of the macroeconomic environment governing international business and to expose them with problems and issues that confront the financial manager of a firm operating in international markets. The course covers international long term financing in the context of the dynamics of emerging capital markets; valuation in cross –border inventories; financial project.

BUAD 641 Leadership**3 Credits**

The aim of this course is to acquaint the learners to various aspects of leadership process and to acquaint them with concepts, practices and strategies needed to become inspiring and effective leaders of today and tomorrow, The topical content of the course includes the nature concepts and importance of leadership; leadership variables; theoretical approaches of leadership; the power of vision and visioning process; leadership behavior and motivation; organizational leadership styles and practices ; power, politics, networking and negotiating; communication, coaching and conflict skills; empowerment of people; creating high performing teams; leadership and spirituality in the workplace, global leadership; current trends and issues of leadership. Prerequisite: BUAD 603

BUAD 642 Corporate Planning**3 Credits**

This is a course designed to help students determine the long-term goals of a company as a whole and to develop plans designed to achieve these goals considering the probable changes in its environment. The topical contents of the course include the evolution, concept, role and functions of corporate planning; elements and types of corporate planning; strategic planning and corporate planning; corporate governance and strategic management; structure, role and mechanism of corporate governance; succession planning; corporate board organization; board-management relationship; corporate planning and governance of not for profit organization. Prerequisite: BUAD 591

BUAD 643 Managing Change and Innovation**3 Credits**

This course examines contemporary theories, conceptual frameworks and best practices (empirical evidences) in managing organizational change and preventing and managing crisis. It is designed to enhance student's competence in the area of understanding trends, identifying needs for change, overcoming resistance for change, designing programs for change, implementing change, sticking change, spreading change, and controlling change. This will help them to become transformational leaders. Prerequisite: BUAD 591

BUAD 661 Motivation and Performance at Work**3 Credits**

This course aims at equipping students with knowledge, theory, techniques and application of motivational approaches in the workplace and to examine the causes of high performance and be able to effectively manage motivated and committed employees. The course covers overview of early work and motivation; traditional motivation theories; contemporary approaches to motivation incentive ,motivation and work performance; extrinsic and intrinsic motivation and job satisfaction; motivation, job satisfaction and organizational commitment; motivation, stress and work performance. Prerequisite: BUAD 603

BUAD 662 Human Resource Development and Career Planning**3 Credits**

This course acquaints the students with concepts and innovative practices in developing a superior workforce so that the organization and the individual can accomplished their work goals in service to customers thus enhancing organizational effectiveness and competitiveness. The course covers the entire field of human resource development (HRD) from orientation, skills training, career development and organizational development; designing, implementing and evaluating HRD programs. The course also examines the concept of career from a variety of

perspectives and considers the process of occupational choice and occupational socialization and different types of career paths and stages. Prerequisite: BUAD 603

BUAD 663 Human Behavior in Organization 3 Credits

This course is designed to familiarize the learners with concepts, theories, techniques and practices of managing both individual and group behavior in organization for outstanding performance. The topical contents of the course include: organization and people; organizational structure and culture, power, authority politics and influence in the organization, individual behavior and differences; motivation background and theories; workplace stress: issues in management; group and team behavior, conflict negotiation; leadership behavior emerging and changing concepts. Prerequisite: BUAD 603

BUAD 671 Consumer Behavior 3 Credits

This course aims to understand factors that impinge on the complex nature of consumer behavior. It provides students with a thorough knowledge and skills necessary to perform useful consumer analyses in developing effective marketing strategies. Course content include consumer behavior overview, importance and role of consumer behavior in marketing concept, what affects consumer behavior, consumers buying decision process, consumer culture and types of consumer behavior. Prerequisite: BUAD 591

BUAD 672 Global Marketing and Sales Management 3 Credits

This course aims to expose the learners to the marketing issues from a global perspective and the related issues of controlling and managing the global sales efforts. This course covers the major dimensions of the economic, social, cultural, political, legal and regulatory environment of global marketing; strategies for segmenting, targeting and positioning to global markets; global marketing mix decisions; global marketing entry strategies; implantation and management of global marketing programs. Prerequisite: BUAD 608

BUAD 673 Marketing Research 3 Credits

This course will enable the students to understand the needs and wants of the target market by equipping themselves with the advanced techniques of marketing research. They will be trained to gather data, make realistic projections, and interpret results on a systematic and scientific manner. *Prerequisites:* BUAD 608

BUAD 685 Internship in Business Administration 3 Credits

Students who have less than 2 years of continuous managerial work experience are required to spend up to 240 clock hours in a business-related internship (spread over a period of 3 months) in a chosen organization with the approval of the department. At the end of the internship the student is required to produce a report about the experience gained and the contribution made to the organization. This course integrates practice and theory. Hence, those that have the required experience are exempted. Prerequisite: Completion of major and foundation courses

BUAD 692 Seminar in Thesis/Feasibility Study Writing 2 Credits

In this course, guidance is given to students in the development of a research proposal leading to thesis/feasibility study writing until the proposal is defended and accepted. Emphasis is given on the thesis writing guidelines of the university and the APA writing style. The students will be

introduced to the application of the Statistical Package for Social Sciences (SPSS) in management and analysis of data. Prerequisite: BUAD 596

BUAD 693 Thesis/Feasibility Study Writing

4 Credits

This course is a guided independent research to demonstrate the student's skills in research procedures and the use of research design. The research process typically includes description of the problem and purpose of the study, limitations/delimitations, literature review, methodology, data presentation and analysis, conclusion and recommendations. Thesis and Feasibility Study are both research-based. The difference is the focus of the study. The focus of a thesis is on the development and advancement of theory while the feasibility study focuses on the development and evaluation of business proposals. Prerequisite: Passing the written comprehensive examination

MBA BRIDGING COURSES

ACCT 111 Fundamentals of Accounting I

4 Credits

A study of basic accounting concepts and principles; accounting records used in the accounting cycle; preparation of financial statements for service, professional, and trading enterprise. Topics dealing with cash control and receivables, accounting principles and control of inventories, prepaid expenses, investments, plant assets, and intangibles are also covered in this course.

ACCT 112 Fundamentals of Accounting II

4 Credits

As a continuation of Fundamentals of Accounting I the course deals with, liabilities and "stockholders" equity accounts. It also deals with partnership and corporate forms of business ownership and the accounting associated with such ownership, basic accounting concepts and principles in the area of Managerial Accounting, manufacturing accounting systems, standard costing, and the mechanism of planning, controlling, and decision making related to capital investments. Prerequisite: ACCT 111.

MKTG 115 Principles of Marketing

3 Credits

A general survey of the major marketing institutions, programs strategies, and practices examined from the viewpoint of their effects on the exchange process involved in moving goods from producers to ultimate consumers, topics covered will include micro and macro marketing, segmentation strategies, society product, distribution, promotion, and pricing strategies . Prerequisite: ECON 210

INSY 118 Introduction to Business Information Processing

2 Credits

An introduction to the use of computer in the business area. Introduces computer concepts, including a discussion of computer history, computer hardware and problem solving algorithms. Information systems for various business application are discussed. It includes hands-on usage of the computer in using a word processor, Spreadsheet, Database, BASIC Programming, email and the internet. Prerequisite: MATH 113 or equivalent and typing skills of at least 20 wpm

MGMT 130 Fundamentals of Management

3 Credits

The purpose of this course is to acquaint the students with the fundamental concepts, theories, and basic principles of effective management of organizations to meet real world work and business requirements that create a competitive advantage. Main topics of the course are definition, nature and importance of management, social and ethical responsibilities and political environment of management, managing work, motivation and leadership, communication and decision making, management functions: planning, organizing, leading and their applications to functional areas of business: human resource, marketing, finance and accounting, productions and operations . Preparing a business plan and case analysis are also integrated in the course content

MGMT 475 Production and Operations Management 3 Credits

The purpose of this course is to equip the student with the understanding and the translation of the product and service requirements into goods and services, procedures, and operation organizations. The course covers, the analysis of challenges and issues faced by production/operations managers in manufacturing, merchandising, and service businesses, Process planning and control scheduling, quality management and control, plant layout, facility location, decision theories, game theory, queue analysis, production and inventory management, forecasting, Resource allocation techniques.

MGMT 499 Essential Quantitative Concepts for Business 3 Credits

This course will give students who have little or no technical quantitative or math background the basic essential analytical methods that they require to handle their MBA courses, particularly in Economics, Statistics, Quantitative analysis and Finance. It includes topics on *basic business math* like basic principles of scalar algebra, set theory, linear and quadratic equations, and others, statistical analysis, including topics like Elements of statistics, sigma notation, measures of central tendency, frequency tables and histograms, measures of variability, hypothesis testing and more. It also discusses topics in mathematics of finance like time value of money, nominal and real interest, compound interest annuities, perpetuities, net present value and more.

MASTER OF EDUCATION

Faculty

Balyage, Y., PhD, Professor
Kinuthia B., PhD, Lecturer
Korso, G., PhD, Associate Professor
Miyayo, L., PhD, Senior Lecturer
Muchee, T., PhD, Senior Lecturer
Odek, S., PhD, Lecturer
Ojwang', M., PhD, Lecturer
Petronila, M. PhD, Lecturer

PHILOSOPHY

The Department of Education, operates within the framework of the Seventh-day Adventist

philosophy which holds that God is the Creator and Sustainer of the universe and is the source of true knowledge. The entrance of sin alienated people from God. Christian Education seeks to restore the lost relationship between God and man which leads to the students' self-actualization and to discover and understand the truth through critical thinking by developing their physical, mental, and spiritual capabilities for the joy of service to God and humanity.

MISSION

The mission of the Master of Education program is to promote a wwholistic Christian quality education for men and women with the aim of equipping them with appropriate skills, knowledge and attitude leading to earnest search for truth that prepares people for the joy of service to God, the country and the world community.

VISION

The vision for the Master of Education is to be a leading program of excellence in preparing world class school administrators and curriculum experts equipped with relevant knowledge, skills and moral virtues.

DEGREES OFFERED

The Department of Education of the School of Education, Humanities, and Social Sciences offers a Master of Education degree in Educational Administration, and Curriculum and Teaching to applicants holding a Bachelor of Education degree or its equivalent from recognized institutions of higher learning.

EXPECTED LEARNING OUTCOMES FOR MASTER OF EDUCATION (M.ED.) PROGRAM

By the end of a Master of Education program, students should be able to:

1. Serve as principals of primary and secondary schools;
2. Design, analyze and evaluate curricula frameworks and practices for primary and secondary schools;
3. Analyze and interpret aspects of Adventist educational philosophical thought in school administration and teaching in comparison with other schools of thought;
4. Apply statistical tools to educational research;
5. Conduct educational research to improve student learning, school administration and curriculum review and development;
6. Analyze, interpret and apply Christian and professional ethics in teaching and administering schools;
7. Interpret and apply legal acts applied to school administration, teaching and curriculum development;
8. Pursue doctoral studies in education.

EXPECTED LEARNING OUTCOMES FOR M.ED. IN CURRICULUM AND TEACHING

By the end of a Master of Education program in Curriculum and Teaching, students should be able to:

1. Design, analyze, evaluate and interpret curriculum for primary and secondary schools;
2. Design school and subject vision, mission, philosophy, goals, expected learning outcomes, subject content, formative and summative evaluation procedures;
3. Explain the functions and powers of the Ministry of Education, Science and Technology, Kenya Institute of Curriculum Development, the Teachers Service Commission, Kenya National Examination Council and the Technical and Vocational Education and Training;

4. Identify the supervisory roles of curriculum experts as they relate to school administration;
5. Design strategic plans for curricula development, academic management, and quality assurance and standards in primary and secondary schools;
6. Plan for teaching and learning resources, strategies, facilities and technology;
7. Analyze, evaluate, interpret and improve the teaching and learning process;
8. Conduct research for the improvement of the teaching and learning process and best practice.

EXPECTED LEARNING OUTCOMES FOR M.ED. IN EDUCATIONAL ADMINISTRATION

By the end of a Master of Education in Educational Administration, students should be able to:

1. Identify and describe aspects and principles of school management;
2. Manage human, material and financial resources in schools;
3. Identify and apply administrative, managerial, leadership theories and styles to school administration;
4. Administer school operations based on legal frameworks, biblical and education code of ethics;
5. Avail, explain and interpret educational legal frameworks with emphasis on Employees' Act, Basic Education Act, Teachers Service Commission Act, Kenya National Examinations Council Act and the Teachers' Code of Conduct.
6. Work with the school bursar in budgeting and controlling the flow and spending of school finance;
7. Design strategic plans for administrative, academic, and quality assurance operations for safety, efficiency and effective school functions;
8. Plan for supervisory activities intended for improving school administration and enhancing the teaching and learning process;
9. Conduct research for the improvement of the teaching and learning process and best practice in school administration.

ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements for graduate studies, the applicant to be admitted into the Master of Education degree program must hold a Bachelor of Education degree or Bachelor of Arts with Education or a Bachelor's degree with a Post Graduate Diploma in Education or its equivalent from a recognized institution of higher learning.

TIME FOR INSTRUCTION

The Master of Education program is taught during the school holidays in Kenya scheduled in August (1st semester), November/December (2nd semester) and April (inter-semester session). Information on dates can be obtained from the Registrar's office or the Department of Education.

The Master of Education degree program may be finished within two years and a maximum period of four years for regular students with effect from the date of the commencement of the course. Part time students must complete the program in a minimum period of three years and maximum of six years. Courses taken after six years may be repeated upon evaluation and recommendation of the department.

DURATION OF THE PROGRAM

A regular student can complete the MEd program in two years.

GRADUATION REQUIREMENTS

To graduate with a Master of Education degree, the candidate shall:

1. have completed the required minimum of 45 credits including thesis;
1. have passed the comprehensive examination;
2. have proof of acceptance for publication of at least one (1) article in refereed journal(s)
3. have applied for graduation;
4. have submitted 8 bound copies of the thesis duly signed by the supervisors and accepted by the Chair of the Department of Education, the Dean of School of Education, Humanities and Social Sciences and the Director of Graduate Studies and Research;
5. have been cleared by the Department Chair and the School Dean;
6. have cleared financial obligations;
7. have been cleared by the Boards of Examiners.

SUMMARY

Courses	Credits
Foundation Courses	14
Core Courses	21
Electives	3
Comprehensive Exam	1
Thesis Writing	6
Total	45
FOUNDATION COURSES	14
EDFO 610 Philosophy of Education	3
EDFO 615 Philosophy of Christian Education	3
EDRS 702 Statistics Applied to Education	3
EDRS 704 Educational Research Methods	3
EDRE 705 Christian Ethics	2
COMPREHENSIVE EXAMINATION	1
EDUC 790 Comprehensive Examination	1
THESIS WRITING	6
EDRS 796 Seminar in Research Writing	2
EDRS 799 Thesis Writing	4
OPTION 1: EDUCATIONAL ADMINISTRATION	
Core Courses	21
EDAD 720 Principles of Educational Management	3
EDAD 724 Material and Human Resources Management	3

EDAD 731	Theories of Educational Administration	3
EDAD 745	Educational Finance and Marketing	3
EDAD 762	Leadership in Educational Institutions	3
EDAD 765	Technology for Educational Leaders	3
EDAD 788	Educational Administration, Leadership and Current Issues	3
Electives		3
EDAD 775	Education in National and Global Development	3
EDAD 780	Supervisory Management	3
EDFO 785	Comparative Education	3
EDFO 790	Sociology of Education	3
EDFO 795	Politics of Education	3

OPTION 2: CURRICULUM AND TEACHING

Core Courses		21
EDTE 615	Instructional Technology	3
EDTE 700	Supervision of Instruction	3
EDTE 712	Curriculum Theory, Design and Development	3
EDPS 713	Learning and Theories of Learning	3
EDTE 718	Educational Measurement and Evaluation	3
EDTE 749	Educational Planning	3
EDTE 788	Current Issues and Trends in Curriculum and Instruction	3
Electives		3
EDPS 730	Theories of Personality Development	3
EDAD 745	Educational Finance and Marketing	3
EDAD 775	Education in National and Global Development	3
EDFO 785	Comparative Education	3
EDFO 790	Sociology of Education	3

Year 1

Session	Course Code	Course Title	Credits
I (August)	EDFO 610	Philosophy of Education	3
	EDRE 705	Christian Ethics	2
	EDTE/ EDAD	Core Course 1	<u>3</u>
	Total		8
II (November/ December)	EDFO 615	Philosophy of Christian Education	3
	EDRS 702	Statistics Applied to Education	3
	EDTE/ED AD	Core Course 2	<u>3</u>
	Total		9
III	EDRS 704	Educational Research Methods	3

(April)	EDTE/ EDAD	Core Course 3	<u>3</u>
	Total		6

Year 2

Session	Course Code	Course Title	Credits
I (August)	EDRS 796	Seminar in Research Writing	3
	EDTE/EDAD	Core Course 4	3
	EDTE/EDAD	Core Course 5	<u>2</u>
			8
II (November/ December)	EDTE/EDAD	Core Course 6	3
	EDTE/EDAD	Core Course 7	3
	EDTE/EDAD	Elective	<u>3</u>
			9
III (April)	EDUC 790	Comprehensive Examination	1
	EDUC 799	Thesis Writing	<u>4</u>
			5

GRADUATION

COURSE DESCRIPTIONS

EDAD 720 Principles of Educational Management 3 Credits

This course provides a basic orientation to the purpose of, and organizing, planning, leading, controlling, communicating, coordinating, evaluating and administering educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational management. Discussion also includes management theories and their application. A broad outlook on the management of material, people and money in the school system is highly emphasized.

EDAD 724 Material and Human Resources Management 3 Credits

This course discusses the planning process of educational facilities and human resource services; human resources planning: recruitment, selection, induction, orientation, training, development, appraisal, promotions, transfers, demotions and separations in educational institutions; planning and administration of wage, salary, and bonus; intrinsic and extrinsic motivation in a school society; policy on the certification and ranking of employees; conflict resolution and the grievance procedures, the role of the organizational structure and the interpersonal process in educational organizations; communications and group dynamics for educational administrators, and the nature and problem of inbreeding, cross cultural diversity in personnel recruitment and hiring for academic institutions; planning for educational facilities: principles for identifying school site and building organization, principles for shared school and community facilities, school building connections in the development models; procedural model for developing educational facilities; educational facilities planning procedures, school designs, school construction, maintenance and operations of school buildings; legal and financial issues in school facilities.

EDAD 731 Theories of Educational Administration 3 Credits

This course deals with the conceptual framework of educational administration in a school

organization; leadership approaches and perspectives in school administration; the legal basis for education; the theory and research relating to educational administration; educational leadership and school climate; power and authority in school administration; theoretical concepts of decision making; educational theories X, Y and Z.; theoretical aspects of educational planning; and public intervention in school leadership.

EDAD 745 Educational Finance and Marketing **3 Credits**

This course discusses financial and economic issues affecting educational institutions, including (a) school support, costs of education, sources of school revenue, budgeting, and the organizing and maintaining of the fiscal and physical resources of school systems; and (b) elements of making an educational institution including mission statement, target market, image, position, the market mix (product, price, place and promotions), fund-raising, and alumni relations.

EDAD 762 Leadership in Educational Institutions **3 Credits**

This course discusses the meaning and scope of leading in educational institutions, such as primary and secondary schools, district and provincial sections and tertiary institutions of learning such as colleges and polytechnic institutes. Topics discussed include the school as an organization; significance of school organization for leadership; the school community; organizing efficient and effective school programs, parents and teachers association; community relations; planning and managing a school curriculum; time table scheduling; conducting seminars and conferences in a secondary school; filing and record keeping; the supervisory role of a headmaster/mistress; conducting faculty meetings; managing a school library; the school buildings, instructional materials; classrooms and study halls; educational trips; student and teacher's participation in decision making; intramural programs; opening and closing of the school; orientation of new and beginning teachers; pre-school orientations to parents and pupils; office management; professional ethics for teachers and school administrators; working with the District Education Officers and the inspector of schools; school vehicle; improving attendance and minimizing dropouts; discipline and student moral behaviors; and the school guidance and counselling programs.

EDAD 765 Technology for Educational Leaders **3 Credits**

This course discusses the philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness and survey of contemporary technologies appropriate to most organizational settings and cost-benefit analysis of various systems; development of a technology plan for leadership; and ethics of technology usage. A practical approach to the use and management of technological utilization in educational institutions is emphasized.

EDAD 775 Education in National and Global Development **3 Credits**

A study of the role of education in balancing national and global needs and variability in knowledge economy, culture, values, scientific and indigenous technology; the effect of internet in disseminating knowledge, values, and attitude; and education and the development of scientific knowledge with its effect on the environment, and social and food security.

EDAD 780 Supervisory Management **3 Credits**

The course deals with supervisory aspects of school management that are aimed at improving the quality of the programs offered in the school and the people running those programs. The major

aspects dealt with are inspection, research, training, guidance and evaluation; the theories explaining the managerial functions of a supervisor as explained by H. Fayol, Douglas McGregor, R. Likert, F Herzberg, Argyris, Victor Vroom, Edward Lawler and others; the supervisor as a supporting staff to the manager in creating, planning and organizing programs; and workforce planning, efficiency and effectiveness. Major strategies used in supervision as a school function include classroom visitation, inter-visitations, supervisory conferences, work conferences, workshops, teachers' meetings, demonstration teaching, team teaching, supervisory bulletin, exchange supervision and directed professional readings.

**EDAD 788 Educational Administrative Leadership and
Current Issues**

3 Credits

The course discusses the concepts of educational leadership exhibited by educational administrators and current issues in the leadership of educational institutions. The study looks at the educational leadership centers around three factors namely being a leader, leading others and leading effectively; school as an organized social system; functions and skills of educational leadership; leadership styles including autocratic, democratic, participatory, charismatic, democratic, and laissez –faire. It also looks at the leader as a model, the leader as servant, the leader as a shepherd, the leader as a steward; characteristics of an effective leaders; leader in the Johari windows; leadership winning attitudes and strategies; leadership challenges, such as social change, enforcing change, planned change, reward system and motivation. Employee stress and burnout, time management, and delegating responsibility are also highlighted. Contemporary issues include teacher demonstration, student discipline, administration of distance learning centers, equity and quality in education; the increased number of students and the quality of teaching; the teacher-student ratio and the quality of subject content; quality and equity of universal primary and secondary education; justification of the ban of corporal punishment; teacher training facilities and student learning; ethics of student and teacher demonstration in institutions of learning; moral, professional, competitive and accountability imperatives in education; global demands; education and national development; and the enigma of brain drain and brain circulation.

EDFO 610 Philosophy of Education

3 Credits

This course is a comprehensive study of philosophy of education as explained by great world philosophers and philosophies. Emphasis is put on aspects of the teaching and learning process as given by the philosophers and philosophies being discussed. The aspects include the metaphysics, epistemology, axiology, philosophy, education, aims of education, school, man, teacher, learner, curriculum, methods of teaching, discipline, and work. Some of the philosophers discussed are Socrates, Plato, Aristotle, Jean J. Rousseau, Herbert Spencer, St. Augustine of Hippo, John Amos Comenius, John Locke, Pestalozzi, Ignatius Loyola, Rene Descartes, William James, John Dewey, Soren Keirkegaard, Jean Paul Sartre, Fredrick W. Nietzsche, Karl Heinrich Marx, Julius Nyerere, Kwame Nkhurumah, Jomo Kenyatta, Milton Obote, and Robert Mugabe. The course also discusses major world philosophies such as idealism, realism, naturalism, pragmatism, essentialism and Marxism. The impact of each philosophy on the development of the countries practicing it is emphasized.

EDFO 615 Philosophy of Christian Education

3 Credits

This is a study of the historical development of Christian education; the meaning and concepts of

education; the source of knowledge; the aspects of teaching and learning process as explained by the Bible, the Spirit of Prophecy and world philosophers who contributed to Christian Education including Socrates, Plato, St. Augustine of Hippo, Thomas Aquinas, St. Ignatius Loyola, Ellen G. White and other educators who influenced the Christian philosophical thought and practice. The course centers around the explanations of the aspects of the teaching-learning process as given by the philosophers who influenced Christian Education, and the Biblical and Spirit of Prophecy explanations of the same. Such aspects include the metaphysics, epistemology, axiology, philosophy, education, aims of education, school, teacher, humankind, learner, curriculum, methods of teaching, discipline, and work.

EDFO 785 Comparative Education

3 Credits

This is a study of world systems of education currently practiced in various countries and their implications on the economic, social and political growth and stability. The systems include: Kenyan system, the British system, the United States system, the Scandinavian system, the French system, the Indian system, the Dutch (German) system, the Japanese system, the Iranian system, the Chinese system, the Russian system, the Mexican and Brazilian systems, the Uganda and Tanzanian systems, the Nigerian system, the South African system, the Philippine system, the Australian system, the Israeli system, and others.

EDFO 790 Sociology of Education

3 Credits

This course gives general definitions of education, society, sociology and sociology of education. It explains in detail the interplay between education and society, the social functions of education, the school community, socialization roles of the school, the teacher in a contemporary society, teaching and professional ethics; school organization and school culture; deviant behaviours in a school society, the changing society and educational process; positive and negative aspects of education; education as an agent of colonization; Fereire's 'banking' concept of education; the 'banking' concept and the teacher-student contradictions; the essence of education as the practice of freedom, and the program content of education as the practice of freedom.

EDFO 795 Politics of Education

3 Credits

This course discusses the political dimensions of both formal and non-formal educational systems in national perspectives; political aim of education, bureaucratization of the educational institutions and systems; the politics of centralized and decentralized systems of education; academic examinations and the politics of economics and social functioning; politics of teaching and administration in a school system; student governance and social politics in a school; the politics of funding schools in public and private sectors; politics of elite versus the common man in urban and rural settings; politics of national unity versus ethnic unification; and ethical values in educational institutions and systems.

EDPS 713 Learning and Theories of Learning

3 Credits

This course examines the major theories of learning. Discussion includes individual differences, the nature and types of learning, the nature and relationship of theory and practice, the connectionist's theory of learning and its implications on educational practice, the behavioristic theory of learning and its implications to educational practice, Gestalt theory of learning and its implications for educational practice, the progressivist theory and its implications to teaching and learning, theories of transfer, theories of individual differences and the implications to teaching,

theory of intelligence and its implication to learning, theory of personality and its effect on teaching, modelling theories and their impact on the teaching and learning process, and general learning principles and their implications in teaching and learning process.

EDPS 730 Theories of Personality Development

3 Credits

This course discusses the meaning of personality, basic assumptions about human nature, factors associated with personality development, Sigmund Freud's psychoanalytic theory of personality, Alfred Adler's individual psychology theory, Erik Erickson's psycho-social theory of personality, Henry Murray's need theory of personality, B. F. Skinner's behavioristic-learning theory of personality, Albert Bandura's social-learning theory of personality, Gordon Allport's trait theory of personality, Goerge Kelly's cognitive theory of personality, Abraham Maslow's humanistic theory of personality, Carl Rogers' phenomenological theory of personality, and the new direction in the discipline of personality psychology.

EDRE 705 Christian Ethics

2 Credits

This course is a broad discussion of the biblical and philosophical bases for Christian ethics and their significance on moral and social decision-making. Discussion includes the general and specific understanding of ethics and Christian ethics, the ethical world view, ethical alternatives such as antinomianism, situationism, generalism, unqualified absolutism, conflicting-absolutism, and the graded absolutism. Ethical issues include a Christian and war, abortion, self-love, birth control, euthanasia (mercy-dying and mercy killing), suicide, capital punishment, economic growth and ecological destruction, biomedicine, civil disobedience, homosexuality, marriage and divorce, and teaching using robots.

EDRS 702 Statistics Applied to Education

3 Credits

This course centers around a study of statistical procedures and techniques with particular emphasis on treatment and analysis of educational and psychological data. The following topics are discussed: need for statistics, statistical methods, frequency distribution and their graphic representations, statistical notations, mean, mode, median, standard deviation, measures of variations, skewness and kurtosis, scales and measurements, probability and binomial distribution, the normal curve; inferential statistics and interpretation: simple correlation, regression analysis/prediction sampling and estimation, tests of significance, the analysis of variance, chi-square, analysis of covariance, statistics of ranks, non-parametric tests of significance, test construction statistics, errors of measurement, selected multivariate analysis, multiple regression, and factor analysis. The interpretations of computer outputs of the Statistical Package for Social Sciences (SPSS) in the computation of data are emphasized.

EDRS 704 Educational Research Methods

3 Credits

This course examines educational and social research methods. Discussion includes the nature and functions of research; selecting a research problem; identifying variables; selecting and stating a research topic with dependent and independent variables; formulation of a theoretical and conceptual framework; stating the research objectives, research questions, hypotheses, and the assumptions of research writing; reviewing related literature; styles of writing the reviewed literature using American Psychological Association (APA) style, and the corresponding formats of Bibliography; exploring topics for research; types and functions of research designs including a true experimental design, quasi experimental design, historical research design,

descriptive research design, ex post facto research design and others; sampling and sampling procedures; data collection and data processing; the presentation, tabulation and analysis of research findings based on the research questions, hypotheses, theoretical and conceptual framework; and summary and conclusion.

EDRS 796 Seminar in Research Writing 2 Credits

In this course, guidance is given to students in the development of a research proposal leading to thesis writing until the proposal is defended and accepted. Emphasis is given on the thesis writing guidelines of the university and the APA writing style. The students will be introduced to the application of the Statistical Package for Social Sciences (SPSS) in management and analysis of data.

EDRS 799 Thesis Writing 4 Credits

This is the actual process of writing a thesis report after the defense of the proposal. The exercise is done under the supervision of senior research experts in the subject areas following the guidelines laid down by the Board of Graduate Studies and the Department.

EDTE 615 Instructional Technology 3 Credits

This course discusses the resources used by the teacher and the students to enhance the teaching learning process. Topics to be covered are (a) the selection of teachers, their qualifications, preparations, personality development, professional ethics, commitment to service, voice and movements; (b) the textbooks, the library, reference materials, preparation of visual aids, importance of training aids, the use of over-head projectors, computer, power point, charts and posters, printed materials, photographs, models, mock ups, flannel board, chalkboard, magnetic board, lettering, tape recorders, and microphone; and (c) computer hardware, software, and related technology and their uses in and impact on society and education, hands-on experience with applications of software, instructional software and classroom management tools, CAI, CMI, programming, legal and ethical issues regarding computer use in education.

EDTE 700 Supervision of Instruction 2 Credits

This course is designed for educators concerned with the improvement of teaching and learning process. The role, aims and principles of instructional supervision and the supervisory techniques in educational institutions are discussed. The following topics are covered: definitions of administration, management and supervision; similarities and differences between administration and supervision; areas of supervision of learning, learning systems, teachers, teaching process, teaching and learning facilities, curriculum, classroom, training of teachers (in-service and pre-service training), induction and orientation of new teachers, inspection, guidance services and evaluation; supervisory techniques for individual teachers' classroom visitation; recording of notes and observed teaching and learning activities; teacher evaluation by students, and peer evaluation; supervisory techniques for group of teachers, group conference, workshops and conferences, teachers' meetings, demonstration teaching, inter-visitiation, directed professional readings, professionalism and professional ethics; qualifications of an instructional supervisor; and the characteristics of a failing supervisor, a merely successful supervisor and an effective supervisor.

EDTE 712 Curriculum Theory, Design and Development 3 Credits

This course discusses the principles and theories of developing a curriculum for both a new and an old school. It emphasizes the role of stating clear vision, philosophy, mission, goals, and objectives of the school/educational systems; determining the subject content, implementation and evaluation of the curriculum; the theories upon which governments and schools base the rationale for curriculum design and development; the formative and summative modes of evaluating the curriculum; and the advantages of a well-planned curriculum.

EDTE 718 Educational Measurement and Evaluation 3 Credits

This course is designed to acquaint students with educational tests, measurements and evaluation, and advantages of tests to parents, students and the school administration. The course covers the meaning of measurement, evaluation, teaching-learning process, classroom instruction, tests, standardized tests, and teacher-made tests; the use of tests, types of tests, characteristics of tests, principles of evaluation; planning the test, determining test objectives, preparing a table of specifications, selecting the appropriate item format, preparing the test; rules of constructing tests: objective tests, matching test, true and false test, multiple choice, filling in items, essay test, short essay and long essay test; advantages and disadvantages of each type of test; trying out a test, establishing the test validity and reliability; interpreting test results; describing educational data and the use of mean, median, mode, range, standard deviation; grading students using absolute norms, normal curve, percentile ranks, stanine (standard nine), and z-test; the differences and similarities of 5-point and 9-point scale in grading students; advantages and disadvantages of using different types of grading students; and reporting grades.

EDTE 749 Educational Planning 3 Credits

This course examines the rationale, techniques, models and problems related to educational planning. It identifies the need for planning for national development and community outreach. It emphasizes the need for data and data collection, preparation and analysis procedures which are necessary elements in effective planning. The topics discussed include definitions of planning, in general and educational planning, in particular, aims and objectives for planning educational programs and activities, the concepts and characteristics of planning, people involved in planning a school program, ways used in the collection of information necessary for planning; items to plan for in a school system; types of plans: time horizon, systems approach, and strategic approach; planning cycles and trends in planning; the process of planning and its limitations; planning for quality; community involvement in planning for educational programs and educational planning as an avenue for national development.

EDTE 788 Current Issues and Trends in Curriculum and Instruction 3 Credits

This course surveys issues involved in curriculum development. Topics discussed include curriculum planning and development as a response to economic, social, and political needs of a society; the meaning and focus of the vision, mission, philosophy, goals, objectives, strategies, threats, and opportunities of school curriculum; national-oriented and community-oriented curriculum; curriculum design and distance learning; curriculum design and on-line learning; curriculum design and quality control in centralized and decentralized systems of education; involvement of stakeholders such as parents, students, and manufacturers in curriculum planning and design; curriculum design as an academic exercise or business-oriented venture; quality assurance and control; evaluation of curriculum on line, distance learning and classroom

learning.

EDUC 790 Comprehensive Examination**1 Credit**

This course is enrolled by a student who has done all the Master of Education coursework with a GPA of 3.00 and above before embarking on research work. The examination is aimed at testing the level at which a student has internalized and integrated the subject matter in the context of the philosophical framework of the university and the courses done. The examination is comprised of three written papers set by a comprehensive examination committee of the Department. Examination scripts are internally and externally examined. The three examination papers include: *Paper One: Foundations* (30%), *Paper Two: Research and Statistics* (30%), and *Paper Three: Specialization* (40%).

**MASTER OF SCIENCE
IN GLOBAL HEALTH CARE****Faculty:**

Obey, J., PhD, Associate Professor (School Dean)
Barongo, A., MPH, PhD in progress, Lecturer
Miyayo, L., PhD, Senior Lecturer
Muchee, T., PhD, Lecturer
Ndiku, H., DrPH, Associate Professor
Nyaundi, N., ThD, Professor
Omambia, B., MA, PhD in Progress, Lecturer
Owili, P., PhD (PubHlth), PhD (EnvOccHlthSc), Lecturer
Owino, J., PhD, Senior Lecturer
Rabach, O., PhD, Lecturer
Ramesh, F., PhD, Associate. Professor

The School of Health Sciences offers a Master of Global Health degree to applicants holding bachelor's degree in health sciences, pure and applied sciences, or humanities and social sciences from a recognized institution of higher learning.

EXPECTED LEARNING OUTCOMES

By the end of the program, the graduate in Master of Global Health should be able to express the following competencies:

Knowledge

1. Demonstrate sound knowledge of global health and global health systems
2. Design and apply strategic plans geared towards carrying out risk and resource analysis for global disaster and crisis.
3. Identify and communicate effective strategies for prevention of health hazards and promotion of sustainable healthful living.
4. Identify and work with global health actors at local, national and international levels.

Skills

1. Identify, collaborate, and partner with organizations involved in the development and implementation of policies and strategies for health promotion, disease prevention and other interventions in global health situations.
2. Statistically analyze and interpret global health systems and situations impacting on the environment and communities in the global arena.
3. Undertake research on indicators of global health in order to create relevant knowledge and solutions to health challenges.
4. Formulate and implement health policies.

Professional development

1. Serve as global health officers, consultants and educators in the governance and implementation of environmental, global health research and disaster situations.
2. Design strategies geared towards preserving environment for healthful living.

Attitudes

1. Provide support for social, psychological and spiritual needs in disease, emergency and disastrous situations.

ADMISSION REQUIREMENTS

To be admitted in the Master of Global Health degree program, the applicant should:

1. Hold a Bachelor's degree in health sciences, pure and applied sciences, or humanities and social sciences from a recognized university.
2. Have passed the bachelor's degree with a second class upper division, or its equivalent.
3. Have two-year work experience post Bachelor's degree.

In addition to the above requirements, applicants whose language of instruction is not English should provide evidence of proficiency in both written and spoken English. Where there is no clear evidence of this, applicants may be required to write the Test of English as a Foreign Language (TOEFL) or its equivalent. University of Eastern Africa, Baraton accepts 550 points as a passing mark.

STUDENT ASSESSMENT POLICY

Continuous assessment

The details of continuous assessment strategies are described in course outlines. They account for 50% of the course grade and include oral presentations, case studies, assignments, quizzes and term papers. Assignments are submitted both online and during face-to-face sessions.

Summary of Students Assessment Policy/Criteria

1. Final Examination	50%
2. Continuous Assessment	
a. Tests	15%
b. Case studies, survey and reports	20%
c. Practicum	10%

d. Attendance	5%
e. Total Continuous Assessment	50%
3. Total	100%

End-of term/semester assessment

Each course/module, except GHTW 714 (Thesis Writing), will have a written final examination. Instead of a research project examination, the students will produce a research thesis and a publishable article at the end of the project.

Practical assessment

The students will demonstrate skills acquired in the GHCP 711: Global Health Practicum course. The students will produce a report of the practicum. Details of additional practical assessments are in the course outlines.

MODE OF DELIVERY OF THE PROGRAM

The program is executed using face to face instruction, distance learning using Adobe Connect (AC) meetings and e-learning using the Fronter platform. The meetings are designed to introduce courses and clarify issues on materials posted on the e-learning platform (Fronter Platform). For each course there are 15 face to face contact hours and 30 hours of distance learning.

The medium of instruction for the program will be English language.

GRADUATION REQUIREMENTS

For the candidate to graduate with a Master of Global Health, he/she should:

1. Have completed 48 credit hours of course work;
2. Have passed course examinations with a grade of B- or higher;
3. Have passed with a cumulative Grade Point Average (GPA) of at least 3.00 on a 4-point scale;
4. Have completed the 3 credit hours (45 clock hours) of practicum whereby 1 credit hour of practicum is equivalent to 3 clock hours in a week;
5. Pass the 1 credit hour comprehensive examination with a grade of B- or higher;
6. Publish at least 1 paper derived from the research project;
7. Defend a thesis and pass with a grade of B- or better;
8. Submit eight (8) hard bound copies of the thesis;
9. Apply for graduation;
10. Meet financial obligations.

SUMMARY

Courses	Credits
Core in Global Health Care	24
Elective	3
Statistics, Research and Thesis Writing	12
Religion and Philosophy Common Courses	5
Practicum and Comprehensive Examination	4
Total	48

CORE IN GLOBAL HEALTH 24

GHCF 611	Fundamentals of Global Health	3
GHSS 612	Health Systems from a Global Perspective	3
GHHA 616	HIV/AIDS Prevention and Management	3
GHPA 617	Global Health Policies and Actors	3
GHEP 618	Epidemiology and the Global Health Situation	3
GAHAM 721	Administration, Management and Professional Development	3
GHED 620	Emergency, Disaster Preparedness and Management	3
GHCG 712	Crises, Globalization and Health Care	3

ELECTIVE 3

GHTD 714	Tropical Diseases	3
GHEH 722	Environmental Health from a Global Perspective	3
GHCR 723	Conflict resolution	3
GHIN 725	International Nutrition	3

STATISTICS, RESEARCH AND THESIS WRITING 12

GHBS 613	Biostatistics in Global Health	3
GHRP 616	Research and Project Methods in Global Health	3
GHMT 713	Thesis Study I	3
GHMT 714	Thesis Study II	3

RELIGION AND PHILOSOPHY COMMON COURSES 5

GHEV 623	Global Health Ethics and Values	3
RELT 705	Christian Bioethics	2

PRACTICUM AND COMPREHENSIVE EXAMINATION 4

GHCP 711	Global Health Practicum	3
GHCE 730	Comprehensive Examination	1

ORGANIZATION OF THE PROGRAM

The program will take two calendar years or four semesters and one inter-semester.

REGULATIONS FOR RESEARCH PROJECT

At the end of the course, students will make an oral defense and submit 8 bound thesis reports of their research.

COURSE PLAN

Year 1

Semester	Course Code	Course title	Credits
I	GHCF 611	Fundamentals of Global Health	3

	GHEP 618	Basic Epidemiology and the Global Health Situation	3
	GHED 620	Emergency, Disaster Preparedness and Management	3
	GHBS 613	Biostatistics in Global Health	<u>3</u>
	Total		12
II	GHRP 626	Research and Project Methods in Global Health Christian Christian Bioethics	3
	RELT 705		2
	GHPA 617	Global Health Policies and Actors on the Global Arena	3
	GHEV623	Global Health Ethics and Values	<u>3</u>
	Total		11
Inter-Semester	GHCG 712	Crises, Globalization and Health Care	3
	GHAM 721	Administration, Management, Leadership and Professional Development	<u>3</u>
	Total		6

Year 2

Semester	Course code	Course Title	Credits
	GHMT 713	Master`s Thesis Study I	3
I	GHCP 711	Global Health Practicum	3
	GHTD 714	Tropical Diseases (elective)	3
	GHHA 616	HIV/AIDS Prevention and Management	<u>3</u>
	Total		12
II	GHSS 612	Health Systems from a Global Perspective	3
	GHCE 714	Comprehensive Examination	1
	GHMT 714	Master`s Thesis Study II	3
		Elective	<u>3</u>
	Total		10
ELECTIVES			

GHEH 722	Environmental Health From Global Perspective	3
GHCR 723	Conflict Resolution	3
GHIN 725	International Nutrition	3

GRADUATION

COURSE DESCRIPTIONS

GHBS 613 Biostatistics in Global health 3 Credits

The purpose of this course is to give in-depth knowledge of statistical computation and analysis of biological data applicable to the health sciences, with emphasis on data of global health.

Topics will include: Descriptive and inferential probability theory and conclusions about global health empirical data. Use of computer packages: SPSS (statistical package for social scientists), excel, IBM statistics. Definition of terms; types of statistics; measurement scales; classification of data; data presentation; measures of central tendency; measures of dispersion; probability distribution; inferential statistics: confidence intervals and hypothesis testing; comparisons of two means; ANOVA; relative risk and odds ratio; correlation and regression; multiple regression; non-parametric methods; statistical decision making in global health.

GHCE 730 Comprehensive Examination 1 Credit

This is a written examination intended as a general evaluation of students' intellectual skills including analysis, and application of knowledge acquired in the entire course of study. The examination will comprise two papers: Core courses and Research courses.

GHCG 712 Crises, Globalization and Health 3 Credits

The purpose of this course is to equip students with awareness, understanding and skills essential for effective health related response in humanitarian crises. The topics will include: Principles of communicable disease risk assessment and control in emergencies – epidemiology and health, public health problems in humanitarian settings, evaluation of health and nutrition aspects, evaluation of health issues to water and sanitation in humanitarian settings. Health related responses in disaster settings – Trauma counseling of traumatized victims, dealing with victims of torture and genocide, methods of crisis intervention, psychosocial support among displaced communities, psychosocial support for children and women (GBV), personal health of aid workers, promoting of nutrition, sanitation and hygiene.

GHCF 611 Fundamentals of Global Health 3 Credits

The purpose of this course is to introduce the student to Global health, the terminology used in Global health and to explain different global health strategies for health improvement that are

guided by the values of love and forgiveness. Topics to be discussed include **Global Health:** Basic concepts, terminologies, health indicators, determinants of global health, Health transition; **Globalization and development:** Definition, and analysis of globalization; **Human rights and gender equality:** Analysis of importance, identification of issues in global health, transcultural health issues; **Prevention:** Global health strategies – UN Millennium Goals, Health 2020 program, National strategies; and **Health Promotion:** Actors and their roles; Human resources for health crises.

GHCP 711 Global Health Practicum

3 Credits

This is the practical component of the Master of Global Health Program. The course is intended to provide the students with the opportunity to apply knowledge and develop advanced practice skills and competencies in global health. The course is done upon completion of course-work in the second year.

GHCR 723 Conflict Resolution

3 Credits

This course introduces the learner to global and international violence and conflict. It further assists the student to understand various methods and techniques used in resolving conflicts at all levels. It exposes the students to different forms of negotiation, arbitration and various non-violent ways to resolve conflicts. The topics to be covered include: Definition of conflict: Underlying assumptions; The role of Competition of and collaboration in conflict resolution; Conflict and justice; Needs analysis and the conflict resolution intervention process; The role of communication in conflict resolution; The impact of culture and power in conflict resolution; Emotional Intelligence and Conflict Resolution; Understanding group dynamics and teamwork; Negotiation as a tool in conflict resolution; Arbitration and other hybrid techniques for conflict resolution: Ombudsperson, Community Conferencing; Dispute Resolution theories; Features and histories of non-violence movements

GHED 620 Emergency, Disaster Preparedness and Management

3 Credits

The purpose of this course is to help the student analyze factors behind global interdependence and development, and future prospects by using theories of globalization. It includes: Basics of International humanitarian Aid within the health context – Theories of globalization and global interdependence, Key concepts in disaster preparedness and response, Ethics of humanitarian aid: Code of Conduct in humanitarian act, Legal basis of humanitarian action: Cluster approach in International humanitarian response; international humanitarian actor on field, humanitarian actors in interagency cooperation. Aspects of effective disaster management – Emergency Preparedness, Rapid Assessments and basic approaches, Project cycle management in humanitarian response, Security in humanitarian settings, Use of SPHERE in handbook in disasters, Evaluation of emergency response and debriefing.

GHEH 722 Environmental Health from A Global Perspective

3 Credits

The purpose of this course is to train students taking a Master's degree in Global Health on international environmental disease causation, factors, exposure and the effects of various disasters and socioeconomic phenomena on the environment. Topics will include: Introduction to epidemiological methods and quantitative research, disease distribution and factors associated with disease in different settings; decision making on study designs; strengths and limitations of study designs; interpreting and evaluating findings from published results, environmental

medicine; climate change, circumpolar, subtropical and tropical issues; Causation, bias and confounding; measurement, classification and misclassification; data management in health research. The impact of disasters on global environmental health.

GHEP 618 Epidemiology and the Global Health Situation

3 Credits

The purpose of this course is to familiarize the students with epidemiological concepts; to equip them with knowledge about the epidemiology of communicable and non-communicable diseases; to help them analyze the global health situation. Concepts of epidemiology: Description of incidence, distribution and control of diseases and other factors relating to health, methods used in epidemiological investigations; Epidemiology of non-communicable diseases: Description of distribution and determinants of Ischemic heart disease, stroke, chronic obstructive lung disease, diabetes, lung cancer; Epidemiology of communicable diseases: Description of distribution and determinants of lower respiratory infections, HIV/AIDS, diarrheal disease; Analysis of the disease burden of the top communicable and non-communicable diseases globally based on latest research.

GHEV 623 Global Health Ethics and Value

3 Credits

The purpose of this course is to assist students to realize their full selves as professionals and discuss the meaning of ethical values in global health context. Topics to be covered will include: Components of human rights, human rights violations, safe guarding human rights in conflict situations; Human rights policies; Global health ethics; Health related stigma; Human dignity; relationship-centered care in disaster and conflict situations; Love and compassion in conflict situations.

GHHA 616 HIV/AIDS Prevention and Management

3 Credits

The purpose of this course is to assist students to develop in-depth knowledge of various issues regarding HIV/AIDS and the care of the affected persons. The course emphasizes on the role of family members in love and forgiveness in the care of the person infected with the HIV VIRUS and also forgiveness of self by the person suffering from the disease. The topics that will be covered include: Epidemiology of the disease, role of voluntary counseling, Perception of HIV/AIDS prevention and management from a global perspective, antiretroviral therapy in the current global economic situation, evaluation of global control strategies, global policies and legislation on HIV/AIDS prevention, Health promotion and positive living, management of Tuberculosis and other opportunistic infections, World Health Organization guidelines, global policies and advocacy levels; Social cultural aspects that influence the transmission and prevention of HIV/AIDS.

GHIN 725 International Nutrition

3 Credits

The purpose of the course is to expose the students to international nutritional guidelines and principles, various strategies used in communities, nations and international organizations on how to provide nutritional balance for the privileged and underprivileged in normal times, times of war and crisis. Other topics will include The Basic Principles of Nutrition: Sources of Energy, Micronutrients, Macronutrients; Malnutrition: The burden and effects of under-nutrition and over-nutrition. Categories and degrees of malnutrition.; Types of Nutrition Assessment; Food Supply and Population Growth; Solutions to International Nutrition Crisis: Land and agricultural reforms, diet and education, advantages and disadvantages of food assistance; food fortifications;

biotechnology; Current issues of importance in international nutrition, hunger and Nutrition issues will be covered. Supplementary Policy issues like social marketing and nutrition education will also be taught.

GHPA 617 Global Health Policies and Actors

3 Credits

The aim of the course is to ensure the student understands global health policy and its importance in global health care. Students will also be familiarized with the main international organizations and their roles in the field of global health. The student will be conversant with health policies at national level and their relationship to global health policies. They will examine the global health policies for aspects of love and forgiveness. Health policies and actors include: Identifying and outlining main global health policies and actors, identifying policies and actors at national level, analyzing national versus global health priorities; Practicum: Interaction with one organization and reporting on the current activities and their relationship to global health policies and priorities - Humanitarian aid, post-disaster aid, and development aid; policy elements of love and forgiveness.

GHRP 626 Research and Project Methods in Global Health

3 Credits

The aim of this course is to give students knowledge and skills on qualitative and quantitative research methodologies in global health research and to equip the students with skills for planning a research thesis. The core contents of this module are: Introduction of research process, familiarization with different research approaches and design (quantitative research; qualitative research-methodology and methods of ethnographic research, grounded theory); developing the research plan; identify research problem; formulate research questions; identify suitable research theory; identify suitable research methodology; research ethical considerations; data collection methods (surveys, interviews, observations, experiments and trials), analysis and interpretation with focus on action research and global health problems, and trustworthiness (validity and reliability) within different methods, problems of measurements, data collection, analysis and management, ‘multivariate’ statistics, statistical graphics.

GHMT 713 Master’s Thesis study I

3 Credits

The purpose of the Master’s Thesis Study I is to equip the students with skills for planning a research thesis. The core contents of this module are: Introduction of research process, familiarization with different research approaches and design; information seeking, plan for chosen research area; developing the research plan; identify research problem; formulate research questions; identify suitable research theory; identify suitable research methodology; research ethical considerations. The guidance is given to students in the development of a research proposal leading to thesis writing until the proposal is defended and approved. Emphasis will be on the thesis writing guidelines of the university, the APA writing style, and the interpretation of statistical analysis of data.

GHMT 714 Master’s Thesis study II

3 Credits

In this course the student is guided on writing and presenting a final research thesis within a period of one year. *Implementation of research plan* – conducting a pilot study; writing a research project; introduction and background of the research; statement of the problem, purpose of the research, research objectives, research hypothesis/questions, scope, limitations, significance of the study, theoretical/conceptual framework, operational definition of terms,

Research methods – research approach and design, study area, study population, sample, sampling technique, inclusion/exclusion criteria, data collection methods – research instruments, reliability, internal and external validity, determining statistical analysis tools, ethical considerations; data presentations, references/bibliography, appendices. The students are expected to collect data, perform data analysis and interpretation; write and present a scientific research thesis, oral and written assessment of other students' thesis. The Thesis writing guidelines is used – number of chapters, font and font size, spacing and margins, referencing style, editing, approval for binding, number of copies.

GHSS 612 Health Systems from a Global Perspective

3 Credits

The purpose of this course is to strengthen the capacity of health system practitioners, policy makers and managers to better equip them to develop/improve the performance of their health systems and to meet the challenges within health systems. The course blends theoretical and conceptual knowledge with practical tools to accomplish important tasks and provides hands-on practice in using those tools. Leadership and governance: Political environment; Advocacy and lobby strategies; leading change – Decentralization; Health Human resources planning, financing, managing, capacity building and conflict resolution; Health service delivery, management and quality assurance. Health system financing and tools for health policy implementation: Leadership in policy implementation; Policy analysis; developing an implementation framework; systems change management

GHTD 714 Tropical Diseases

3 Credits

The purpose of the course is to introduce students in Global Health to the epidemiology and control of various tropical diseases. It also emphasizes the disease burdens in various climatic and geographical locations. The course will cover disease burdens of tropical diseases. It also covers the classification, reservoir and epidemiology, management and control of tropical diseases. The tropical diseases to be covered include malaria, emerging, re-emerging and pandemic diseases including ebola virus disease (EVD), Avian influenza, SARS and COVID. The epidemiology, transmission, control and prevention of vector-borne diseases like malaria, dengue, plague, typhuses, yellow fever leishmaniasis, trypanosomiasis, filariasis, onchocerciasis and schistosomiasis. The management of water, food and soil-transmitted helminths, childhood diseases and preventable diseases will also be described. Vaccination and Expanded Programs on Immunization (EPI) for preventable tropical diseases will be covered.

GHTW 714 Thesis Writing

4 Credits

This is the actual process of writing a thesis report after the defense of the proposal. The exercise is done under the supervision of senior research experts in the subject areas following the guidelines laid down by the Board of Graduate Studies and the School of Health Sciences.

RELT 705 Christian Bioethics

2 Credits

The purpose of the course is to avail an opportunity wherein the student can explore the interface between Christian values and those of the 'everydayness' of the contemporary living experience. The Christian perspective is to propose a credible benchmark upon which a valuable worldview can be coined out of. The course is a general education component within the global health curriculum. Significance of ethics in the global health, common ethical systems, Abrahamic

ethical practices, antinomianism, situation ethics, absolutism, relativism contemporary ethical issues, value of life, euthanasia, abortion, organ transplant, capital punishment, homosexuality, civil disobedience.

MASTER OF PUBLIC HEALTH

FACULTY

Obey, J., PhD, Associate Professor (School Dean)
Barongo, A., MPH, PhD in progress, Lecturer
Miyayo, L., PhD, Senior Lecturer
Muchee, T., PhD, Lecturer
Ndiku, H., DrPH, Associate Professor
Nyaundi, N., ThD, Professor
Omambia, B., MA, PhD in Progress, Lecturer
Owili, P., PhD (PubHlth), PhD (EnvOccHlthSc), Lecturer
Owino, J., PhD, Senior Lecturer
Rabach, O., PhD, Lecturer
Ramesh, F., PhD, Associate. Professor

The Department of Public Health of the School of Health Sciences offers a Master of Public Health degree to applicants holding a bachelor's degree from recognized institutions of higher learning.

PHILOSOPHY OF THE PROGRAM

Health is the most important human need. As public health professionals, we offer the program to encourage practices that promote spiritual, physical and mental wellness through monitoring, correcting, controlling and caring for various aspects that affect the health of a community.

PROGRAM EXPECTED LEARNING OUTCOMES

The Master of Public Health (MPH) program is designed to reduce the burden of infectious and lifestyle diseases through increasing awareness on the preventive measures.

Upon completion of the Master of Public Health program, the graduates should be able to:

1. Manage public health system, projects and programs at local, county, national, regional, and global levels.
2. Develop, implement, monitor, and evaluate public health programs.
3. Apply measures to prevent and control, communicable and life style diseases.
4. Conduct and publish research to provide effective disease prevention and control strategies.
5. Assess, evaluate, and analyze public health concerns and issues.
6. Identify need for continuing health education in communities.
7. Promote moral values at work place.

ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements for graduate studies, the applicant to be admitted into the Master of Public Health degree programme must be a holder of a Bachelor's degree in allied sciences from a recognized college or university. Applicants must present evidence of adequate undergraduate preparation in the proposed field of graduate study. Suitability of applicants for the proposed area of study shall be determined by the Public Health Department in consultation with the Board of Graduate Studies.

Applicants who do not have a health background and are interested to undertake the MPH program will register for one semester the following courses:

Courses		Credits
BIOL 510	Human Anatomy and Physiology	4
CLSC 520	Medical Microbiology	3
CLSC 550	Medical Parasitology	3
CHEM 530	Organic Biochemistry	4
Total		14

In addition to the above requirements, applicants whose language of instruction is not English should provide evidence of proficiency in both written and spoken English. Where there is no clear evidence of this, applicants may be required to write the Test of English as a Foreign Language (TOEFL) or its equivalent. University of Eastern Africa, Baraton accepts 550 points as a passing mark.

MODE OF DELIVERY OF THE PROGRAM

The mode of delivery is mainly traditional face to face instruction coupled with module e-learning environment.

ACADEMIC ORGANIZATION OF THE PROGRAM

The Master of Public Health program requires forty-four (44) to forty-nine (49) semester credit hours, which will be covered over two calendar years on full time basis and four calendar years on part time. The MPH program will meet the demands by grounding its graduates in the three dimensions of theory, through the core courses, practice and through the elective and fieldwork courses, as well as research through statistical courses and production of a thesis based on actual research work.

The program can be taken full- time which is equivalent to taking four full semesters or on a part- time basis equivalent to eight semesters. The curriculum provides for core courses which are taken by all MPH students, concentration courses for three specialization areas and electives to strengthen the student's knowledge. The student may choose the preferred specialization in

1. Generalist and Health Promotion Option
2. Epidemiology and Disease Control Option

COURSES OFFERED

The courses in the MPH program include the public health core courses, concentration courses for the specialization options, religion, research methods, and thesis writing. The student is required to pass the comprehensive examination. The total credit hours required are 44-49 as listed.

DURATION OF THE PROGRAM

A regular full-time student can complete the MPH program in two years (4 semesters and one inter-semester).

SUMMARY

Courses	Credits
Religion Requirements	3
Core Courses	27
Concentration/Specialization	5-10
Research Methods and Thesis Writing	8
Comprehensive Examination	1
Total	44

CORE COURSES

27

ENVH 621	Principles of Environmental Health and Occupational Health and Safety	3
PHEP 641	Principles of Epidemiology	3
PHNU 671	Public Health Nutrition	3
PHST 661	Biostatistics in Public Health	3
PUPH 610	Principles of Public Health	3
PUBH 620	Principles of Health Behavior and Promotion	3
PUBH 602	Primary Health Care	3
PUBH 712	Health Program Planning and Evaluation	3
PHMN771	Health Service Management	

RESEARCH

8

PUBR 691	Research Methods	3
PUBR 699	Seminar in Research Writing	1
PUBR 791	Thesis Writing	4

RELIGION

3

PHRE 676	Christian Ethics and Public Health	3
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COMPREHENSIVE EXAMINATION

1

PUBR 790	Comprehensive Examination	1
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GENERALIST AND HEALTH PROMOTION OPTION COURSES

5

PUBH 630	Prevention of Communicable Diseases	3
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PUBH 612 Preventive Aspects of Lifestyle Diseases 2

EPIDEMIOLOGY AND DISEASE CONTROL OPTION COURSES 10

PHEP 651 Epidemiology of Communicable Diseases and Control 3
 PHEP 652 Epidemiology of Lifestyle Diseases and Control 2
 PHEP 740 Application of Epidemiologic Methods 3
 PHEP 732 Disease Surveillance and Outbreak Investigation 2

COURSE PLANS

Generalist and Health Promotion Option (44 credits)

Year 1

Semester	Course Code	Course Title	Credits
I	PUPH 610	Principles of Public Health	3
	PUBH 620	Principles of Health Behavior and Promotion	3
	PHEP 641	Principles of Epidemiology	3
	ENVH 621	Principles of Environmental Health and Occupational Health and Safety	<u>3</u>
	Total		12
II	PHST 661	Biostatistics in Public Health	3
	PHNU 671	Public Health Nutrition	3
	PHRE 676	Christian Ethics and Public Health	3
	PUBR 691	Research Methods	<u>3</u>
	Total		12
Inter-Semester	PUBR 699	Seminar in Research Writing	1
	PHMN 771	Health Service Management	3
	PUBH 612	Preventive Aspects of Lifestyle Diseases	<u>2</u>
	Total		6

Year 2

I	PUBH 602	Primary Health Care	3
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	PUBH 630	Prevention of Communicable Diseases	3
	PUBH 712	Health Program Planning and Evaluation	<u>3</u>
	Total		9
II	PUBR 790	Comprehensive Examination	1
	PUBR 791	Thesis Writing	<u>4</u>
	Total		5

GRADUATION

Epidemiologist Option (49 credits)

Year 1

I	PUPH 610	Principles of Public Health	3
	PUBH 620	Principles of Health Behavior and Promotion	3
	PHEP 641	Principles of Epidemiology	3
	ENVH 621	Principles of Environmental Health and Occupational Health and Safety	<u>3</u>
	Total		12
II	PHST 661	Biostatistics in Public Health	3
	PHNU 671	Public Health Nutrition	3
	PHRE 676	Christian Ethics and Public Health	3
	PUBR 691	Research Methods	<u>3</u>
	Total		12
Inter-Semester	PUBR 699	Seminar in Research Writing	1
	PHMN 771	Health Service Management	3
	PHEP 732	Disease Surveillance and Outbreak Investigation	<u>2</u>
	Total		6

Year 2

I	PUBH 602	Primary Health Care	3
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	PHEP 651	Epidemiology of Communicable Diseases and Control	3
	PHEP 652	Epidemiology of Lifestyle Diseases and Control	2
	PHEP 740	Application of Epidemiologic Methods	<u>3</u>
	Total		11
II	PUBR 790	Comprehensive Examination	1
	PUBH 712	Health Program Planning and Evaluation	3
	PUBR 791	Thesis Writing	<u>4</u>
	Toal		8

GRADUATION

Course Descriptions

BIOL 510 Human Anatomy and Physiology 4 Credits

This is a course designed for students admitted to the Master of Public Health program and do not have background training in health sciences. It gives an overview to the students to the integrated study of human anatomy and physiology of the various systems, of the body. The cells, tissues, skeletal system, muscular, nervous, circulatory system, respiratory, digestive, urinary, reproductive and immune systems. 3 lecture hours and 1 three-hour laboratory each week.

CHEM 530 Organic Biochemistry 4 Credits

This is a course designed for students admitted to the Master of Public Health program and do not have background training in health sciences. It gives an overview to the students on topics in biochemistry, nomenclature, physical and chemical properties, preparation and reactions of organic functional groups. The structure, nomenclature and reactions of benzene and other aromatics. Other topics include the chemistry of protein, carbohydrates, lipids, vitamins, nucleic acids, bioenergetics, glycolysis, citric acid cycle, oxidative phosphorylation, glycogen and lipid metabolism, body fluids, application of biochemistry to medical fields, and biotechnology. 3 lecture hours and 1 three-hour laboratory each week.

CLSC 520 Medical Microbiology 3 Credits

This is a course designed for students admitted to the Master of Public Health program and do not have background training in health sciences. It covers classification and characteristics of micro-organisms, viruses, bacteria, fungi, protozoa, helminthes, Microbial infection, transmission, pathogenesis and diagnosis, Microbial resistance, synergism and sensitivity testing, Immunity to microbial infections, Infection prevention and control and vaccination, host defense, disease transmission, control of infectious disease, impacts of microbes on the environment, and man. Control of growth, transmission and pathogenicity of various microorganisms of public health importance. 2 lecture hours and 1 three-hour laboratory each week.

CLSC 550 Medical Parasitology

3 Credits

This is a course designed for students admitted to the Master of Public Health program and do not have background training in health sciences. It will cover the morphology, identification, lifecycle, pathogenesis, epidemiology, diagnosis, and control of mostly parasites of clinical and public health importance. It will also give an overview on ectoparasites and vectors of medical importance mostly the parasitic protozoa and helminthes. 2 lecture hours and 1 three-hour laboratory each week.

ENVH 621 Principles of Environmental Health and Occupational Health and Safety

3 Credits

The course is designed to provide knowledge on environmental principles, risks, environmental risk avoidance, and stress reduction, prevention of disease and promotion of healthful environments through environmental risk assessments and environmental policies that are essential in health protection and promotion. It also focuses on occupation health and safety principles in the work environments, the workplace hazards, accident control and safety management policies and legislation.

PHEP 641 Principles of Epidemiology

3 Credits

The purpose of this course is to help students explore the theoretical and practical concepts of Principles of Epidemiology. The course covers scope, core functions and the fundamental importance of epidemiology to both public health research and practice. Students will be exposed to various epidemiologic research methods as well as their strengths and weakness and its application in investigating disease outbreaks, making causal judgments, public health surveillance and interpreting public health literature. The use of GIS in public health will also be explored in mapping of diseases.

PHEP 651 Epidemiology of Communicable Diseases and Control

3 Credits

This course is for students specializing in Epidemiology and Disease control option. It helps equip the students with the unique epidemiologic characteristics of various communicable diseases and the application of the understanding in the prevention and control of communicable diseases of public health importance.

PHEP 652 Epidemiology of Lifestyle Diseases and Control

2 Credits

This course is for students specializing in Epidemiology and Disease control option. It enables students to explore main aspects of non-communicable disease prevention and control with special focus on global and national strategies. The course will also explore the evidence and the frameworks used to address the burden of non-communicable diseases through action on the conventional risk factors (lifestyle factors such as tobacco use, unhealthy diet, physical inactivity, and high blood pressure etc.) and the social determinants of health (e.g. urbanization, income, education, trade, health transitions)..

PHEP 732 Disease Surveillance and Outbreak Investigation 2 Credits

The purpose of the course is to enable students to apply epidemiological concepts in disease surveillance and outbreak investigation. It also involves the use of epidemiological analysis in the organization and management of outbreak prevention and control programs. The student will appreciate the importance of outbreak investigation and use of laboratory component in disease surveillance and outbreak investigation. The student will identify potential outbreaks, requiring surveillance and investigation; then plan and execute a simple investigation from which they will develop and implement effective disease control measures.

PHEP 740 Application of Epidemiologic Methods 3 Credits

The purpose of this course is to enable students describe and appreciate the epidemiologic issues in various public health disciplines. The disciplines include, maternal and child health, occupational epidemiology, nutritional epidemiology, environmental epidemiology. The student will appreciate and be able to use the principles of these various areas in the design of appropriate and specific public health interventions to the various disciplines.

PHMN 771 Health Service Management Credits

This course is designed to enable students acquire principles of managing health services within the health services industry. It enables students to understand the various management strategies used by organizations and how to develop management skills using the various management concepts. The course helps students acquire knowledge and skills on budgeting and how to maintain financially sound health care organizations. It also provides knowledge on the health records and health information systems within the health care system. The student should demonstrate on how to carry out and ensure quality management processes within the health care organizations.

PHNU 671 Public Health Nutrition 3 Credits

This is an introduction to the concepts of nutrition as related to public health-including life-cycle issues as well as discussion of major nutrition related diseases and their prevention. This course enables the student to develop a broad view of public health nutrition and develop program planning, implementation and evaluation skills. It exposes students to the elements of program planning and implementation through critical analysis of community nutrition programs.

PHRE 676 Christian Ethics and Public Health 3 Credits

This course explores concepts from social and biomedical ethics that apply to public health practice and policy development. It provides theoretical and practical appraisal of the ethical issues encountered by those engaged in advancing the public's health. It will help students clarify their own ethical commitments and better understand those of others in the public health professions. It also provides students with an understanding of the relationships between ethics, public health and human rights at both theoretical and practical levels.

PHST 661 Biostatistics in Public Health

3 Credits

This course is designed to enable students to develop knowledge and skills in biostatistical methods and its applications that are essential to making decisions in public health practice and general scientific research. Students will also learn how to use statistical packages such as SPSS (statistical package for social sciences) and other public health statistical packages.

PUBH 602 Primary Health Care

3 Credits

The course will equip the students with the required knowledge of primary health care issues and programs, current issues and trends, principles and practice, approaches. This course will focus on enabling the student acquire knowledge and skills necessary to the management of primary health care and development programs serving vulnerable populations in resource-scarce areas, human rights education and advocacy, ethical issues in primary health care program planning and implementation and understand international primary healthcare policies. The students will be attached in a rural community health program and participate in primary health care activities.

PUBH 610 Principles of Public Health

3 Credits

The purpose of the course is to help the student understand the issues, concepts and recent developments in public health; the organization and delivery of health services, the historical development of public health, public health policies & legislations. Ethical issues affecting public health practice. Political, social and other environmental aspects that influence and affect effective implementation of public health programs.

PUBH 612 Preventive Aspects of Lifestyle diseases

2 Credits

This is a course designed for the generalist and health promotion option students. It provides general knowledge on the basic principles used in the prevention and control of lifestyle or non-communicable diseases of public health importance. It provides basic information on the key epidemiologic characteristics of the lifestyle or non-communicable diseases and how they are used in the prevention and control of these diseases. It will also focus on the public health programs, interventions and projects developed as strategies for prevention and control of various lifestyle diseases of public health importance.

PUBH 620 Principles of Health Behavior and Health Promotion

3 Credits

The course provides students with basic knowledge of how behavior influences health and the techniques of individual and group behavior change which might be used to assist in changing health behavior. The course also examines of theories of human health behavior, theories of health promotion and their use in the development of public health education and promotion programs. It will also involve the planning, implementation and evaluation of health education and promotion programs.

PUBH 630 Prevention of Communicable Diseases

3 Credits

This is a course designed for the generalist and health promotion option students. It provides general knowledge on the basic principles used in the prevention and control of communicable diseases of public health importance. It provides basic information on the key epidemiologic characteristics of the communicable diseases and how they are used in the prevention and control

of these diseases. It will also focus on the public health programs, interventions and projects developed as strategies for prevention and control of various communicable diseases of public health importance.

PUBH 712 Health Program Planning and Evaluation 3 Credits

The purpose of the course is to enable students develop knowledge and skills that are essential for planning and evaluating public health programs and projects. The course focuses on equipping the student with skills in carrying out program planning, implementation and evaluation. It also equips students with knowledge and skills in development of grant/ contract proposal development and writing skills. It also enables students to develop skills in project budgeting, accounting, financial management and how to seek for funding of public health programs and projects from both local and international funding bodies and organizations.

PUBR 691 Research Methods 3 Credits

This course aims at enabling students to gain knowledge and skills in research methodology. It is an Introduction to basic concepts of research methodology in public health, including problem identification, proposal development, hypothesis testing, and the literature review process. It enables the students to develop their research thesis ideas and refine them.

PUBR 699 Seminar in Research Writing 1 Credit

This course guides students in the development of a research proposal leading to thesis writing until the proposal is defended and approved.

PUBR 790 Comprehensive Examination 1 Credit

This course is enrolled by a student who has done all the Master of Public Health coursework with a GPA of 3.00 or above before embarking on research work. The examination is aimed at testing the level at which a student has internalized and integrated the subject matter in the context of the philosophical framework of the university and the courses done.

PUBR 791 Thesis Writing 4 Credits

The purpose of this course is to give the student an opportunity to apply knowledge and skills acquired in research methods, other public health courses and community-based research setting in writing a research report document. This course will also help the students learn how to write and disseminate their research findings to the responsible authorities based on their research areas.

MASTER OF SCIENCE IN BIOLOGICAL SCIENCES

Faculty:

Ramesh, F., PhD, Associate Professor (School Dean)

Obey, J., PhD, Associate Professor

Gracelyn, F., PhD, Lecturer

Paul Samuel, F., PhD, Associate Professor

Wahonya, P., PhD, Lecturer

Nyaundi, N., ThD, Professor

PHILOSOPHY

God is the Creator and Sustainer of life, and of the natural world. As intelligent stewards, humans need to understand life, its unity, diversity and its distribution in space and time, and act responsibly in its conservation and utilization.

MISSION

To train students in advanced biological concepts and in research methods to study life processes from bio-molecules to the biosphere, so that they will be able to perform original research thereby increasing knowledge in the service of humankind.

VISION

To develop a recognized center of excellence in research particularly in relation to those health and environmental problems found in Kenya and East Africa and to train students to effectively do research that can solve these problems.

RATIONALE

Our educational philosophy is to provide wholesome training, which encompasses mental, physical and spiritual aspects of education. At master's level in Biology, we endeavor to capture the essence of the philosophy we profess. A cursory needs assessment survey conducted by the Departmental Committee when discussing the possible establishment of the M.Sc. Biology Program revealed that the manpower needs of the entire constituency in the field of Biological Sciences are very high. The entire Eastern, Central African region needs scientists in the research laboratories, academia and industries.

We intend to have an approach in science training different from the generally practiced approach. Emphasis will be given to hands-on training on cutting-edge science encouraging candidates to publish as much as possible before graduation.

GOAL

To train professionals in Biological Sciences with a wide scope for solving problems and providing advice to policy makers, bio-medical industries, scientific implementation systems and environmental management systems at national and international levels.

EXPECTED LEARNING OUTCOMES

By the end of the studies and submission of thesis, the student should, *inter alia* be able to:

1. Explain the principles of Life Sciences.
2. Analyze and interpret scientific concepts and data.
3. Apply the knowledge gained in solving problems scientifically.
4. Develop a program of work, consultancy, or research study based on basic and applied sciences.
5. Evaluate a situation, study, research project and subsequently give a standard report of the undertaking.

MODE OF DELIVERY

The program is delivered through face-to-face learning experience, e-learning, films and animations, laboratory exercises and hands-on experiences, and guided research culminating in reports of research articles and thesis.

TIME FOR ADMISSION/INSTRUCTION

Students are admitted and taught during government school holidays in August/September (first semester), November/December (second semester), and April/May (inter-semester session).

ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements for graduate studies, applicants should have a B.Sc. degree in Biological Sciences or in a closely related discipline from a recognized educational institution for regular admission or have a postgraduate diploma in Biological Sciences or a closely-related discipline from a recognized institution of higher learning.

ACADEMIC ADVISOR

The student will indicate the area of research interest and will accordingly be advised by the M.Sc. Biological Sciences Program Coordinator to select a supervisor in the field of interest. The supervisor will then be contacted and approved by the Program Committee. The assigned faculty member will chart the student's program until he/she is ready for graduation. One of the functions of the program coordinator is to review, during each semester, the student's academic program that he/she has tailored for the period the student is expected to be at UEAB.

During registration, the student must see his/her program coordinator or Department chair or both, who will verify the courses on the student's check sheet to be taken for the period and advise accordingly.

STRUCTURE AND DURATION OF STUDY

This is a 2-year program organized in semester system of 15 weeks teaching and one week of examination for full-time students and 4 years for part-time students. In the M.Sc. Biological Sciences, the student may be allowed to start research activities even in the first year of study depending on the recommendation of the supervisor. One credit hour is equal to 15 contact hours per semester. For laboratory, 1 credit hour will be equal to three lab hours per week.

COURSES OFFERED FOR THE MSC BIOLOGICAL SCIENCES PROGRAM

The courses in the M.Sc. Biological Sciences Program are in three groups. Core courses, Electives and Other Electives. The student is required to take all courses under the Core courses

and have a choice of four courses (12 credits) in their Electives. The choice to make up 43 credits can be obtained from other electives. The total credit hours required are 43.

CURRICULUM

The degree program runs for a minimum of two years, with a possibility of one year extension subject to prior arrangement, occasioned by unforeseen circumstances. The method of study is by coursework, examinations, and thesis.

Two program options are available for the student interested in a M.Sc. degree in Biological Sciences from UEAB—Biomedical Biology and Conservation Biology. The Biomedical Biology Option is for those interested in careers associated with cell and molecular biology, genetics, histology, parasitology, entomology, immunology and physiology. The Conservation Biology Option will cater for those individuals that are looking for careers in wildlife management and in the conservation of biodiversity.

SUMMARY

Courses	Credits
Core Courses	27
Option Courses	12
Electives	
Comprehensive Exam	1
Total	43
Core Courses	27
BIOL 644 Methods in Biotechnology and Genetic Engineering	3
BIOL 646 Genomics and Bioinformatics	3
BIOL 654 Biosystematics and Speciation	3
BIOL 675 Philosophical Issues in Biology	3
BIOL 684 Advanced Biostatistics and Experimental Design	3
BIOL 686 Graduate Research Methods	2
BIOL 688 Graduate Research Seminar	1
BIOL 699 Thesis	6
RELT 610 Biblical Revelations and Scientific Knowledge	

OPTIONS

12

Must choose 4 courses totaling 12 credits

Biomedical Option

Students in this option must take BIOL 606 Medical Parasitology and any others to make 12 credits

Courses	Credits
BIOL 606 Medical Parasitology	3
BIOL 643 Biosafety and Biosecurity	3
BIOL 665 Medical Microbiology	3

BIOL 667	Advanced Immunology	3
BIOL 668	Diagnostic Microbiology and Immunology	3
BIOL 669	Hematology	3
ZOOL 639	Advanced Developmental Biology	3
ZOOL 642	Physiological Instrumentation	3

Conservation Option

BIOL 617	Quantitative Methods in Ecology	3
BIOL 636	Biogeography	3
BIOL 640	Conservation Ecology	3
BIOL 656	Biodiversity	3
ZOOL 628	Environmental Physiology	3
ZOOL 654	Behavioral Ecology and Sociobiology	3

ELECTIVES

3

Choose any to make a grand total of 36 credit hours

BIOL 607	Applications of GIS in Life Sciences	3
BIOL 650	Histology and Cytology	3
BOTN 637	Medical Botany	3
ZOOL 638	Arthropod Vectors	3

COMPREHENSIVE EXAMINATION

1

BIOL 690	Comprehensive Examination	1
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COURSE PLAN

Year 1

Semester	Course Code	Course Title	Credits
I	BIOL 644	Methods in Biotechnology and Genetic Engineering	3
	BIOL 654	Biosystematics and Speciation	3
	BIOL 675	Philosophical Issues in Biology	<u>3</u>
	Total		9
II	BIOL 646	Genomics and Bioinformatics	3
	BIOL 685	Advanced Biostatistics and Experimental Design	3
	BIOL	Option 1	<u>3</u>
	Total		9
Inter-Semester	BIOL 686	Graduate Research Methods	2
	BIOL	Option 2	<u>3</u>
			5

Year 2

I	BIOL 688	Graduate Research Seminar	1
	BIOL	Option 3	3
	BIOL	Option 4	<u>3</u>
	Total		7

II	RELT 610	Biblical Revelations and Scientific Knowledge	3
	BIOL 690	Comprehensive Examination	1
	BIOL	Elective	<u>3</u>
	Total		<u>7</u>
Inter-Semester	BIOL 699	Thesis	6

GRADUATION

COURSE DESCRIPTIONS

BIOL 606 Medical Parasitology 3 Credits

This course deals with the parasites that infect man, the diseases caused by them, clinical pictures and the responses generated by man against them. It is designed to impart knowledge on the parasitic infections with special emphasis on the description, pathogenesis, immunology, epidemiology, clinical features, laboratory diagnosis, clinical management, prevention and control.

BIOL 607 Applications of GIS in Life Sciences 3 Credits

The course particularly emphasizes an integrative and interdisciplinary approach to spatial decision-making and problem-solving in Life Sciences. A Geographic Information System (GIS) is a computer-based data processing tool used to manage, analyze, and present spatial information. GIS has turned out to be popular in multiple areas, including life sciences research, diseases control planning and management, pest and vector surveillance, and environmental planning. This GIS course tackles the theory and techniques of GIS, including spatial data capture, management and analysis, and cartographic output. Lectures will present key concepts related to GIS, while lab exercises will provide hands-on experience with ArcGIS and/or ArcINFO, which are some of the leading GIS software programs. Special focus will be on merging GIS data with traditional quantitative measurements in spatial databases. This also involves basics in statistical treatment of qualitative data, specific data quality issues and data collection design related to these fields. One lecture hour and one three-hour laboratory each week.

BIOL 617 Quantitative Methods in Ecology 3 Credits

This course focuses on the contribution of ecological theory to the understanding of current issues in conservation biology. It emphasizes quantitative methods and their uses for applied problems in ecology such as the design of nature reserves, the risk of extinction and the impact of harvesting, dynamics of species invasion and the role of species interactions. Ecological sampling methods and indices of diversity will be covered. Practical experience in formulating hypotheses, designing field studies and analyzing and interpreting data commonly collected in wildlife and fisheries research will be emphasized. Both fieldwork and a computer modeling laboratory are required. Two hours of lecture and one three-hour practicum each week.

BIOL 636 Biogeography 3 Credits

A study of plant and animal geographical and ecological regions of the world will be emphasized. The student will gain knowledge of the most important concepts and methods of ecosystem mapping. Emphasis will be placed on those factors that influence the development of various ecosystems in particular geographic areas. Biological factors controlling geographic

distributions will be evaluated in relation to economic and cultural factors. Study of the East African ecosystem will be emphasized. This course requires fieldwork, the duration of which will be determined in consultation with the instructor. Three hours of lecture and significant field work each week.

BIOL 640 Conservation Ecology 3 Credits

This course examines biological conservation and biodiversity assessment and introduces the legislative avenues available to aid in the enhancement of habitats and species. Appropriate field and analytical skills (including identification required for biodiversity surveys), production of professional assessment reports and methods for monitoring the biodiversity of species and communities will be discussed. Key topics include conservation ecology theory, wildlife legislation, planning law and environmental policy, geographic information systems applications, ecological requirements of species, the implications of environmental change and the ability to statistically interpret field data. Field exercises will focus on safety in field research, field research methodology and project design and development. Three lecture hours and one-three hour field session each week.

BIOL 643 Biosafety and Biosecurity 3 Credits

This course addresses issues of biosecurity and biosafety as occasioned by advances in biotechnology for improvement of food security and technology for health, as well as fear for life in cases of rising bioterrorism. A greater focus is on genetic transformation and biotechnology of Genetically Modified Organisms (GMOs) and their subsequent release into the environment. The course addresses the basis of scientific risk assessment for recombinant organisms (food/feed safety and environmental safety), with an endeavor to protect lab personnel and the public from potential exposure to infectious agents and at the same time protecting the environment from potentially invasive organisms. An element of biodefense will specifically address concerns of port health and safety. The course also includes a number of components such as determining laboratory containment requirements; port health controls; medical surveillance (including immunization where appropriate). Lectures, field trips and online training will be the methods of study. It concludes with regulatory requirements and risk communication.

BIOL 644 Methods in Biotechnology and Genetic Engineering 3 Credits

This is an advanced course that covers methods in biotechnology for the manipulation of nucleic acids and transformation of cells and the practical application of molecular genetics to the modification of organisms. Detailed description of methods used for extraction, analysis, purification and quantitation of nucleic acids will be covered. Topics include electrophoresis, isolation of DNA, applications of PCR, restriction endonucleases, restriction mapping, recombinant DNA technology, reverse transcriptase, applications of biotechnology to product development and forensics. The course also covers techniques and methods in fermentation, protein purification and characterization, enzyme kinetics and catalysis. Issues of ethical concerns in biotechnology and genetic engineering and the societal implications will be discussed. Two hours lecture and one three-hour lab per week. **Recommended:** undergraduate background in microbiology, cell and molecular biology and genetics.

BIOL 646 Genomics and Bioinformatics 3 Credits

This is an advanced course in molecular genetics dealing with genomic analysis and bioinformatics (the information content of the genome). Topics covered include DNA sequencing techniques (whole genome shotgun and ordered clone sequencing), comparative genomics, functional genomics (transcriptomes, proteomes, interactomes, phenomes). The course includes two lecture and one three-hour laboratory hours each week.

BIOL 654 Biosystematics and Speciation 3 Credits

The Biosystematics course is a multidisciplinary component of most biological disciplines. The course includes lectures and collection of taxa for classification and maintenance of selected sections of the local University Museum. Course topics include: classification schemes, homology, homoplasy, the application of nomenclature, and phylogeny reconstruction. The course will also present relevant issues in conservation, biodiversity cataloguing, museum and collection management, and dichotomous keys.

BIOL 656 Biodiversity 3 Credits

This course provides in-depth training and experience in various aspects of biodiversity and its conservation. It provides an analysis of the distribution of biodiversity, patterns of biodiversity loss at all levels from genes to ecosystems and a discussion of the causes and consequences of and solutions to the loss of biodiversity. Basic principles are drawn from ecology, genetics, evolution and biogeography. Topics include assessment, monitoring and conservation of biodiversity, theory of island biogeography, habitat loss and forest fragmentation, human impact on biodiversity, design of nature reserves, the economic valuation of biodiversity and sustainable use of biodiversity. Two hours of lecture and one three-hour field session per week. Lectures of 2 hours per week and Practical/Field-based learning of 3 hr per week.

BIOL 667 Advanced Immunology 3 Credits

This course covers advanced topics in microbiology and immunology and deals with both innate and adaptive immunity. Mechanisms of parasite adhesion, invasion and evasion will be covered. Special topics are based on published reviews and research articles, and include cellular and humoral immune responses, cytokines, T-cell activation, the major histocompatibility complex, antibody structure and genetics, immune system and cancer, AIDS, autoimmunity, hypersensitivity and immunity to emerging epidemics. Excessive immune responses, clinical aberrations of the immune system and a detailed analysis of the involvement of the immune parameters in aggravating disease will be tackled. Emerging clinical applications of immunological research are discussed. Three lecture hours per week

BIOL 668 Diagnostic Microbiology and Immunology 3 Credits

This course deals with contemporary issues in Diagnostic Microbiology and Immunology. Such issues include the biology of emerging agents of infectious disease, the pathogenesis and spectrum of disease produced by such agents, the epidemiology of disease produced by such agents, therapeutic considerations — and especially — the laboratory diagnosis of such agents using techniques such as enzyme immuno-assays, polymerase chain reactions, Western blotting, rapid screening tests, whole blood assays, cytokine assays and serological tests. A final issue is the ability of the student is to present, in a clear and understandable fashion, the issues mentioned above to fellow scientists, laboratory administrators, and laboratory clients.

BIOL 669 Hematology**3 Credits**

This course is designed to cover all areas related to the use of blood as a diagnostic and therapeutic tool. Blood is the only tissue that flows throughout the body, carrying oxygen and nutrients to all parts of the body and waste products back to your lungs, kidneys and liver for disposal. Blood is also an essential part of the immune system, crucial to fluid and temperature balance, a hydraulic fluid for certain functions and a transporter of hormonal messages. The integrated approach of handling the course puts the emphasis on new technologies and developments in this discipline, offering a range of topics covering the various aspects of hematology and transfusion science.

The course describes the erythroid, myeloid and lymphoid differentiation pathways from the pluripotent stem cell to mature cells; describes the pathophysiology of anemias, leukemias, lymphomas and pathways for blood coagulation and coagulopathies; emphasizes theory and procedures necessary for diagnosis of disease of blood-forming tissues and hematology laboratory.

BIOL 675 Philosophical Issues in Biology**3 Credits**

This course involves advanced investigations into various philosophical and ethical issues in biology relative to the stewardship of the earth's resources, biodiversity, biological determinism, the unity and diversity of life and its distribution in space and through time. Different topics may be emphasized depending on emerging issues. The course includes three lecture hours each week.

BIOL 685 Advanced Biostatistics and Experimental Design**3 Credits**

This is an advanced course in the application of probability and statistics to experimental design and data analysis. Examples will be drawn from all areas of the life sciences including agricultural, environmental, medical, physiological and genetic. Experience will be gained in the use of various statistical computer packages. The course includes two lecture hours and one three-hour laboratory each week.

BIOL 686 Graduate Research Methods**2 Credits**

This is a graduate studies course designed to give a firm foundation for M.Sc. students as they work towards their final thesis. The course explores major areas in scientific research, biological literature search and research methods. Course content: types of research, designs and approaches: sampling, Steps of the research process: identification of research problem, formulation of hypothesis and objectives, literature review, selection of design and method, data collection and analysis, results, and report writing; Development of research proposal: key steps, timeframe, actors, budgets, ethical approval and implementation; Electronic review of literature; Data collection instruments: Research ethics and Academic writing. The students will engage in scientific research on literature and methods related to their projects towards proposal writing. The course includes two lecture hours.

BIOL 688 Graduate Research Seminar**1 Credit**

This is a graduate studies course designed to explore major areas in scientific research, review, seminar attendance and participation as well as proposal writing and presentation. The students will actively engage in scientific project development and present progress in the form of a

seminar for constructive criticism. The students will present seminars based primarily on their own original research.

BIOL 690 Comprehensive Examination 1 Credit

This course is enrolled by a student who has done all the coursework with a GPA of 3.00 and above before embarking on research work. The examination is aimed at testing the level at which a student has internalized and integrated the subject matter in the context of the philosophical framework of the university and the courses done.

BIOL 699 Thesis 6 Credits

This course is required of all M.Sc. students and it involves guided independent research by the student culminating in the preparation of a written scholarly thesis describing the background, rationale, materials and methods, results and discussion of an original research. The student will work under the supervision of the research project advisor starting with the selection of the topic to be researched, then the proposal writing, doing the research, the data analysis to the writing and defending of the thesis. Submission of at least one scientific article relating to the approved original topic published in a peer reviewed journal is desirable and may form part of the thesis.

BOTN 637 Medical Botany 3 Credits

This course is a scientific study of the medical properties of plants and fungi—their beneficial, harmful and psychoactive effects. The course will present the relationship between plants and medicine. It will explore the origins of knowledge about medicinal plants, the mechanisms by which they bring about an effect in various diseases and finally what approaches are used today to obtain new medicinal plants for diseases such as diabetes, cancer, acne, etc. It is expected that this information will provide a background on medicinal plant, which will be useful for general knowledge and for health sciences. The course will include descriptions of medically significant plants, the medically significant compounds they contain and the physiological actions of these compounds. It will differentiate between the use of “medicinal herbs” and the “purified medicines” and the advantages and disadvantages of each. The course consists of two lecture hours and one three-hour laboratory per week.

RELT 610 Biblical Revelations and Scientific Knowledge 3 Credits

This course is an introduction to some of the scientific issues on religion. The purpose is to allow the student to appreciate the relationship between biblical revelation and science. Emphasis is put on how science is to be understood within the context of religion.

ZOOL 628 Environmental Physiology 3 Credits

This is a study of the inter-relationships between the physiology of an organism and its environment. Topics include biorhythms and environmental periodicities and short-term organismal responses (acclimation) to seasonal environmental changes. Adaptations for fresh-water, marine and terrestrial environments will be investigated with particular emphasis on adaptations to extreme environments such as high and low temperatures, high pressures, high altitudes and hypersaline environments. The course consists of two lecture hours and one three-hour laboratory/problem session each week.

ZOOL 638 Arthropod Vectors 3 Credits

This course deals with the biology of arthropod “pests” and disease vectors and the control of arthropods of medical and veterinary importance. An in-depth analysis of the role of arthropods

as vectors of pathogens, or as parasites which cause disease in humans (principally) and animals is emphasized. The principles involved will be illustrated with examples drawn especially from selected tropical diseases. The interaction of host and parasite and the dynamic nature of the epidemiologic system will be stressed. The course consists of two lectures and one three-hour laboratory each week. **Prerequisites:** Entomology and Parasitology.

ZOOL 639 Advanced Developmental Biology 3 Credits

This course is designed for the advanced biology student who already has a basic foundation in developmental biology. Specific topics include pregnancy and birth, birth control, infertility, test tube baby, congenital anomalies, cancer, aging and apoptosis, embryo transfer, twins, cloning, transgenesis and embryo culture. This course helps to understand the use of developmental biology in medical field.

ZOOL 642 Physiological Instrumentation 3 Credits

An advanced course in the use of the BIOPAC Systems, a computer-based system for the study of various cell and molecular and physiological functions including muscle, pulmonary and heart function, blood pressure, aerobic respiration and aerobic physiology. A project and project paper is required. The course consists of one lecture hour and two three-hour laboratories each week.

ZOOL 654 Behavioral Ecology and Sociobiology 3 Credits

This course will introduce the student to basic concepts of animal behavior and examples of the same, but it will emphasize an understanding of the sociobiological interpretation of animal behavior. *Sociobiology* attempts to explain biologically why groups of animals behave the way they do when finding food or shelter, confronting enemies, or getting along with one another. Topics emphasized will be social behavior, social organization, individual and kin selection, social groups, mating systems and behavior, and parenting strategies. The primary goal of the course is to encourage the student to think critically about the sociobiological explanation of behavior, its relation to biological determinism, the nature vs. nurture controversy and free will. Three hours of lecture each week.

MASTER OF SCIENCE IN NURSING

FACULTY

Korir, I., MScN, (Acting Department Chair)
Barongo, A., MPH, PhD in progress
Miyayo, L., PhD
Njeru, M., MSc, PhD in progress
Obey, J., PhD
Owino, J., PhD
Ramesh, F., PhD
Ramasamy, P., MScN, PhD
Nyangena, E. PhD Adjunct

The School of Nursing offers a Master of Science in Nursing degree in Community Health to applicants holding a bachelor's degree in nursing from recognized institutions of higher learning.

EXPECTED LEARNING OUTCOMES

Upon successful completion of the program, graduates will be able to:

1. Show competency in providing evidence-based, specialist nursing services.
2. Conduct and utilize research knowledge as a basis for decision making in professional practice.
3. Apply specialized skills in developing, implementing and evaluating community health programs based on relevant evidence.
4. Identify risk factors to the health of the community and intervene appropriately.
5. Utilize specialist nursing knowledge to support advocacy, policy development and change in health care and the society.
6. Utilize available resources optimally in meeting the health needs of clients and the community.
7. Provide leadership in nursing and health care.

ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements for graduate studies, applicants must hold a Bachelor's Degree in Nursing from a recognized higher educational institution with a valid practice license from the Nursing Council of Kenya or eligible for registration as a nurse in Kenya, if trained outside the country. In addition, a minimum of two years of professional experience as a nurse is required.

STUDENT ASSESSMENT POLICY

Continuous assessment

The details of continuous assessment strategies are described in the course outlines. They account for 50% of the course grade and include oral debates, case studies, literature reviews, consultations reports, physical examinations, quizzes and written papers.

End-of term/semester assessment

Each course/module, except NRSNG 706: Research Project, will have a 3-hour written final examination and a practical examination in the courses including a practicum. Instead of a

research project examination, the students will produce a research thesis and a publishable article at the end of the project.

Practical assessment

Documented advanced nursing practice of at least 150 hours for each module, in outpatient or community health facilities under supervision of a practicing clinician is required. This will include physical examination of a minimum of 10 adults and 10 children documented in a log book countersigned by a clinician. Details of additional practical assessment are in the course outlines.

ORGANIZATION OF THE PROGRAM

The MScN program is organized to be offered in four semesters and one inter-semester or two academic years in length. In the first year, the students complete the biomedical and nursing science courses. In the second year, clinical practice is done and research project is commenced.

REGULATIONS FOR RESEARCH PROJECT

The MScN program requirements include the 5-credit course NRSNG 709: Research project. At the end of the course, students will make an oral defense and submit a bound thesis report of their research.

GRADUATION REQUIREMENTS

The minimum requirements for the Master of Science in Nursing are:

1. Complete 46 semester credit hours for the program.
2. Maintain average cumulative GPA of 3.0 for all graduate courses.
3. Complete 600 clock hours of clinical practice.
4. Proof of acceptance for publication of at least one (1) article in refereed journal(s)
5. Write a research thesis
6. Apply for graduation on the prescribed form

SUMMARY

Courses	Credits
Foundation courses	6
Research courses	9
Religion	2
Concentration	28
Comprehensive Examination	1
Total	46
FOUNDATION COURSES	6
NRSNG 614 Advanced Pharmacotherapeutics	3
NRSNG 618 Advanced Human Physiology	3
RESEARCH COURSES	9
NRSNG 616 Nursing Research Methods	3
NRSNG 707 Seminar in Research	1
NRSNG 709 Research Project	5

RELIGION		2
REL 705	Christian Bioethics	2

MAJOR CONCENTRATION		28
NRSG 619	Pathophysiology	3
NRSG 620	HIV/AIDS and Communicable Diseases	3
NRSG 626	Leadership and Management	3
NRSG 629	Health Measurements	3
NRSG 636	Professional Development and Advanced Practice	4
NRSG 648	Advanced Community Health Nursing	4
NRSG 700	Community Health Nursing Practicum	8

COMPREHENSIVE EXAMINATION		1
NRSG 701	Written Comprehensive Examination	1

COURSE PLANS

Year 1

Semester	Course Code	Course Title	Credits
I	NRSG 614	Advanced Pharmacotherapeutics	3
	NRSG 618	Advanced Human Physiology	3
	NRSG 629	Health Measurements	3
	REL 705	Christian Bioethics	<u>2</u>
	Total		11
II	NRSG 616	Nursing Research Methods	3
	NRSG 619	Pathophysiology	3
	NRSG 620	HIV/AIDS and Communicable Diseases	3
	NRSG 626	Leadership and Management	<u>3</u>
	Total		12
Inter Semester	NRSG 636	Professional Development and Advanced Practice	4
	NRSG 707	Seminar in Research	<u>1</u>
	Total		5

Year 2

Semester	Course Code	Course Title	Credits
I	NRSG 648	Advanced Community Health Nursing	4
	NRSG 700	Community Health Nursing Practicum	<u>8</u>
	Total		12
II	NRSG 701	Written Comprehensive Examination	1
	NRSG 709	Research Project	<u>5</u>
	Total		6

GRADUATION

COURSE DESCRIPTIONS

NRSG 614 Advanced Pharmacotherapeutics

3 Credits

Students enrolled in this course to gain in-depth knowledge and skills in medication management for safe practice. Course content: principles of drug action, pharmacokinetics, pharmacodynamics, drug use in special groups: children, elderly, pregnancy; antiretroviral therapy, antibiotics, antifungals, anesthetic drugs: local and general; analgesics: NSAIDs, opioids and drugs used for different systems; cardiovascular, respiratory, Autonomic Nervous System (ANS), endocrine, GIT, genitourinary, musculoskeletal, integumentary systems.

NRSG 616 Nursing Research Methods

3 Credits

Students enrolled in this course to develop in-depth knowledge and skills in research that are necessary for contributing to the body of scientific nursing knowledge. Course content: definition of research, significance and purpose of nursing research, types of research, designs and approaches: Quantitative and qualitative, sampling, theoretical and conceptual frame-works; Steps of the research process: identification of research problem, formulation of hypothesis and objectives, literature review, selection of design and method, data collection and analysis, results, and report writing; Research designs and methods: Quantitative and qualitative methods; Development of research proposal: key steps, timeframe, actors, budgets, ethical approval and implementation; Electronic review of literature; Evidence-based literature reviews; Utilization of knowledge; Data collection instruments: reliability and validity; Research ethics, Academic writing, Quantitative and qualitative data analysis software

NRSG 618 Advanced Human Physiology

3 Credits

The course prepares students to acquire advanced knowledge and skills on human physiology as a basis for making sound clinical judgment and nursing diagnosis in professional practice. Course content: anatomy of the cell, cell physiology, cell membrane structure and function, cell receptors, osmosis, diffusion, cell communication, body fluids, physiology of ANS, blood composition and function, blood coagulation, immune system and function, structure of heart and blood vessels, cardiac cycle and output, lung ventilation and gas exchange, anatomy of kidneys and filtration, acid base balance, GIT physiology, digestion of fats, CHOs, proteins, absorption of water and electrolytes, endocrine system and function, bone and skin function, physiology of the spinal cord and brain, CSF and blood brain barrier, sensory system, motor system, special senses, higher brain functions.

NRSG 619 Pathophysiology

3 Credits

This course is designed to enable students to develop in-depth knowledge of the pathophysiology of diseases commonly encountered in community health practice. Course content: cellular adaptation and injury, causes of cell injury, causes of cell death, types of cell death, mutation and cancer; Inflammation: acute and chronic, arthritis; Nutritional disorders: Marasmus, Kwashiorkor, scurvy; Endocrine disorders: diabetes mellitus, causes of infertility, hyperthyroidism; Cardiovascular disorders: hypertension, congestive cardiac failure, rheumatic heart disease, cerebrovascular accident (CVA); Hematologic disorders: causes and types of anemias, causes of leukemias; Respiratory disorders: asthma, pneumonia, bronchitis, tuberculosis; Communicable diseases: amoebiasis, helminths, malaria, fungal (skin, systemic,

geinital); Genitourinary disorders: Moniliasis, Gonorrhoea, Syphilis, Trichomonasvaginalis, Clamydia

NRSG 620 HIV/AIDS and Communicable Diseases

3 Credits

The course is designed to enable students to gain advanced knowledge on communicable diseases and effective strategies for their prevention and management. Course content includes HIV infection, diagnostic criteria and classification, pathophysiology of HIV, effective prevention strategies, voluntary counseling and testing, couples counseling, living positively with HIV/AIDS, managing opportunistic infections, antiretroviral treatment (ART), prevention of mother-to-child transmission (PMCT), community-based and palliative care, legal and ethical aspects, complementary and alternative treatment; Communicable diseases: preventive strategies, levels of prevention, surveillance and screening, outbreak control, notifiable diseases, emerging infections, vaccine preventable diseases, contact diseases, airborne diseases, food and water borne diseases, vector borne diseases, zoonoses, nosocomial infections, STIs, hepatitis, TB, role of the community nurses in disease prevention. Students will complete a minimum of 100 hours of clinical practice in AMPATH/Comprehensive care center **Pre-requisite: NRSG 619 - Pathophysiology**

NRSG 626 Leadership and Management

3 Credits

The course helps students to develop knowledge and of skills needed for effective leadership in health care, health services management and strategic planning. Course content: Definition of management; Theories of management: scientific, bureaucratic, human relations, systems approach, human relations, contingency; Management functions: planning, organizing, communication, controlling, directing, staffing, budgeting, leadership, supervision, decision-making, delegation, program evaluation; Organizational theory: definition, characteristics, subsystems and their interrelationship; Organizational development and management of change; Strategic planning; The government planning process; The hospital organization; Effectiveness, efficiency and productivity in health care; Health care inputs and outputs; Management models for health service organizations; Resource utilization and control in health care services; Principles of program management; Analysis of existing national and international health programs; Identification of need, planning, implementing, monitoring and evaluation of health programs; Health policy and development; Politics and policy; Policy formulation process; Types of public policy, implementation, problems of implementation, policy evaluation, levels of policy; Formulation of health care standards, implementation, monitoring; Health financing, role of government, user fees, health insurance, private for-profit providers, private non-profit providers, trends in health financing; Health Management Organizations (HMOs)

NRSG 629 Health Measurements

3 Credits

This course is intended to enable students to gain knowledge and skills in designing, implementing and evaluating health information systems using an epidemiological approach. Course content: Sources and uses of health information, vital statistics and records, measures of mortality and morbidity, descriptive epidemiology, person, place and time characteristics; Principles of health information; Managing and evaluating health information systems; Presenting and summarizing data, Health systems research; Surveillance and screening; Causality of health and disease; Key concepts in epidemiology: design and conduct of epidemiological studies, cohort studies, case studies, surveys, experimental studies, analysis and

critique of epidemiological studies, measures of disease occurrence and risk, design of observational and interventional studies, sensitivity and specificity of clinical tests, methods for epidemiologic analyses, and ethics of epidemiologic research. Biostatistics: Descriptive statistics – measurement scales, measures of central tendency and dispersion, rates and ratios, confidence interval, frequency distribution, probability distributions, sampling distributions; Inferential statistics: Parametric tests – z-test, t-test, ANOVA, regression, correlation; Non-parametric tests: binomial, sign test, Fisher’s test, chi-square, McMemar’s test, Mann-Whitney, Kruskal-Wallis, Wilcoxon test; Data quality control.

NRSG 636 Professional Development and Advanced Practice 4 Credits

The course is designed to enable students to develop knowledge, skills, confidence and competence to effectively function as advanced nursing practice specialists. Course content: Context and development of the specialist practice including legal, political, social and environmental issues and their impact on current nursing practice; Development of nursing as a profession; The scope of nursing practice at different levels; Theories and philosophies in clinical specialization and practice; Current ethical issues: analysis and development of practice. Self-development: critical reflection and mentorship; Team development: consultation, clinical teaching, clinical supervision, staff development and leadership; Advocacy in nursing; Quality enhancement: setting and evaluating standards; Policy development; Principles of community development; Partnership work with communities; Evidence-based and best practices in nursing: categories of evidence, evaluating research reports, utilization of research, best practices and research evidence, evidenced-based practice in nursing; Frameworks for advanced clinical nursing practice: the nursing process, concept mapping, Gordon’s functional health patterns, modalities of nursing care delivery, critical and creative thinking, self-directed learning; Theoretical foundations of nursing practice: components, structure, and development of theories, historical perspectives of nursing theory and science; Concept development and analysis; Nursing theory development; use of conceptual and theoretical frameworks; philosophy development

NRSG 648 Advanced Community Health Nursing 4 Credits

This course is designed to enable students to acquire clinical knowledge and skills required for practice as a community health nursing clinical specialist. Course content: Principles of community development; Partnership work with communities; Health assessment: preparation for physical examination, general survey and history taking, interviewing, principles and techniques of physical examination, head and neck, chest, breasts and axilla; respiratory system, neurological system, mental status examination, cardiovascular system, cardiovascular system, abdomen, genito-urinary system, musculoskeletal system, integumentary system, physical examination of infants and children; Investigations and diagnosis; Treatment and care: use of medications, referral and follow-up, rehabilitation, health education; Family health: definition of family health, types of families, theoretical frameworks for family health, family assessment, family risk assessment, family risk reduction, child and adolescent health needs, growth and development, immunization, nutrition, injuries, women and men’s reproductive health needs and issues; Adult health: older adults health need and issues, approaches to adult care, health services for senior adults, role of the community nurse in adult health care.

NRSG 700 Community Health Nursing Practicum 8 Credits

This is the practical component of the Master of Science in Nursing Program. The course is intended to provide the students the opportunity to apply knowledge and develop advanced practice skills and competencies in community health nursing care. The students will complete a minimum of six hundred (600) clock hours of clinical practice in the health center settings and selected hospital clinics. The course is done upon completion of course-work in the second year.

Prerequisites: *NRSG 648: Advanced Community Health Nursing and NRSG 636: Professional Development and Advance practice*

NRSG 701 Comprehensive Examination 1 Credit

This is a written examination intended as a general evaluation of students' intellectual skills including analysis, and application of knowledge acquired in the entire course of study. The examination will comprise three papers: Foundation courses, Research courses, and Concentration courses.

NRSG 707 Seminar in Research 1 Credit

This course guides students in the development of a research proposal leading to thesis writing until the proposal is defended and accepted.

NRSG 709 Research Project 5 Credits

The course provides the student with an opportunity to implement the research proposal developed during the course NRSG 707: Seminar in Research. The student will be expected to write and orally present a thesis from which a scientific paper will be published.

RELT 705 Christian Bioethics 2 Credits

This course enables students to acquire knowledge and skills in ethics and to appreciate the Christian view of morality in contrast with other ethical world views. Course content: Definition of ethics; African and Western perspectives of ethics; African Christian ethics; Role of community in African ethics; Ethical theories and principles; Resolving ethical conflicts; *A Christian view of ethics*: Antinomianism, Situationalism, Generalism, Unqualified absolutism, Conflicting absolutism, Grade absolutism, Differences between various views (systems), Capital punishment, War and violence, religious and ethnic conflicts, participating in strikes, Civil disobedience, Ecological destruction, bio-medical issues, capital punishment; *Health issues*: abortion, discontinuation of treatments, equity and inequality of health services, euthanasia, infanticide, suicide, HIV/AIDS dilemmas, strikes and health services, drugs and alcohol abuse; *Family issues*: divorce and re-marriage, infertility and in-vitro fertilization, fetal screening, genetic engineering, polygamy, domestic violence, birth control, treatment of widows and orphans, religious issues of witchcraft; *Sexual issues*: homosexuality and lesbianism, rape, incest, prostitution and sex trafficking, female genital mutilation; *Financial issues and ethics*: assumptions on poverty and wealth, corruption-gifts and bribes, ethical issues in fund raising.

DOCTOR OF PHILOSOPHY (PhD) IN EDUCATION

Faculty

Amimo, C., PhD, Lecturer
Balyage, Y., PhD, Professor
Korso, G., PhD, Associate. Professor.
Miyayo, L., PhD, Senior Lecturer
Odek, S., PhD, Lecturer
Ojwang', M., PhD, Lecturer

The Department of Education of the School of Education, Humanities, and Social Sciences offers a Doctor of Philosophy (PhD) in Education degree with specializations in Curriculum and Teaching and Educational Administration to applicants holding Bachelor's and Master's degrees in Education or with Education or their equivalent from recognized institutions of higher learning.

PHILOSOPHY

The Doctor of Philosophy (PhD) in Education program is run based on the Seventh-day Adventist worldview which holds that God is the Creator and Sustainer of the Universe and life and the source of true knowledge. The entrance of sin caused humanity's alienation from God, therefore, the restoration of human's relationship with God is the foundation of Christian education, which leads students into self-actualization and to discover and understand the truth through critical and analytical thinking. The University seeks to provide opportunity for developing proficiency in discovering knowledge that is relevant to life. Therefore, graduate work at UEAB emphasizes high quality scholarship, attainment of academic excellence and independence, and personalizing of learning to prepare graduates for service to humanity and for greater service and loyalty to God in the world to come. Further, the University seeks to foster intellectual understanding of Christian values and ideals.

MISSION

The doctoral degree program at UEAB provides and advances a wwholistic quality Christian education which develops men and women to be earnest seekers of truth and be adequately equipped with appropriate knowledge, skills and attitudes for service to God and humanity. This is done by instilling in students the academic knowledge, involving them in research activities and reaching out to the community through meaningful practical activities in institutions of learning.

VISION

To be a self-sustaining Christian center of excellence providing quality higher education to learners.

EXPECTED LEARNING OUTCOMES OF THE PHD IN EDUCATION PROGRAM

By the end of the Doctor of Philosophy (PhD) degree program in education, students will be able to:

1. Compare and contrast world views governing institutions of learning.
2. Uphold sound professional ethics for curriculum planners, developers and educational

administrators.

3. Carry out and supervise research work with intentions to create new and relevant knowledge.
4. Design documents on curriculum at school, district, county, and national levels.
5. Monitor and evaluate quality and standards of academic programs in schools.

EXPECTED LEARNING OUTCOMES OF CURRICULUM AND TEACHING

By the end of this program, students taking a Doctor of Philosophy degree with specialization in Curriculum and Teaching will be able to:

1. Design and evaluate a school and a national curriculum;
2. Identify strategies necessary for improving the teaching and learning process of school children;
3. Explain theories and instructional models for teaching primary, secondary school and college students;
4. Evaluate issues and trends related to the use of information technology in the teaching and learning process;
5. Demonstrate teaching strategies for teachers.

EXPECTED LEARNING OUTCOMES OF EDUCATIONAL ADMINISTRATION

By the end of this program, students taking a Doctor of Philosophy (PhD) in Education degree with specialization in Educational Administration will be able to:

1. Plan and administer academic departments, institutions and organizations;
2. Manage human, material, and financial resources of educational institutions;
3. Monitor and analyze the changing trends in educational theory and practice;
4. Identify avenues of mobilizing and allocating finances for the operations of educational institutions;
5. Promote human and child rights through educational institutions.

ADMISSION REQUIREMENTS

An applicant seeking admission into a Doctoral of Philosophy (PhD) in Education degree program:

1. Must have completed Bachelor of Education degree or Bachelor of Arts/Science with Education degree with a second class lower division or better; and
2. Master's degrees in/with education from recognized institutions of higher learning with a General Grade Point Average (GPA) of 3.30 on a four-point scale or its equivalent.

CLASSIFICATION OF ADMISSION

Following is the classification of students admitted into the doctoral program:

1. **Regular Admission:** A student meeting all admission requirements mentioned above is admitted under "regular" status.
2. **Probationary Admission**
 - a. An applicant whose bachelor's degree is in education but the master's degree was done in a different area other than the one sought to be pursued at the doctoral level is admitted on "probationary" status. Their admission will be changed to

regular status after completing 21 credits of core courses prescribed for the master of education of UEAB.

- b. If the bachelor's and master's degrees were done in a different area from the one pursued at the doctoral level, the candidate must first pursue a Post-graduate diploma in education before being admitted on "probationary" status.
 - c. An applicant whose GPA at Master's degree was between 3.00 to 3.29 or its equivalent, the admission is given subject to passing courses with a GPA of 3.30 in the subsequent two semesters of study.
3. **Non-matriculated Admission** A student who has met all UEAB admission requirements and wishes to take courses for professional growth but not applying for a degree may be classified under 'non-matriculated' status. The student will be granted a *certificate of participation* for every course completed.
 4. **Guest Students Admission** A student from a graduate program of another institution of higher learning who does not want to transfer to UEAB may apply for admission as a guest student. Such a student shall be allowed to take a maximum of 15 credits. If such a student decides to transfer and continue at UEAB then the regular admission procedure and transfer policies for UEAB shall be followed.

MEDIUM OF INSTRUCTION

Instruction shall be conducted in English language. Applicants from countries whose medium of instruction is other than English language, shall be required to take remedial courses in English language. However, applicants who will have done English as a second language and passed with a grade of C+ or its equivalent shall be exempted from taking remedial courses in English language.

DURATION OF THE PROGRAM

A regular student can complete the coursework in two and half years.

GRADUATION REQUIREMENTS

To graduate with a Doctor of Philosophy (PhD) degree in Education, the candidate should:

1. Have successfully completed the required 65 credits including thesis writing and comprehensive examinations;
2. Have a minimum cumulative GPA of 3.30 on a 4-point scale;
3. Show proof of acceptance for publication of at least two (2) articles in refereed journal(s)
4. Submit 8 bound copies of the thesis in a dark blue color hardcover, duly signed by the supervisors, school dean and the director of graduate studies;
5. Clear financial obligations;
6. Apply for graduation;
7. Be cleared by the Department Chair and the School Dean.
8. Be cleared by the Boards of Examiners at all levels.

SUMMARY

Courses	Credits
Religion Requirements	6
Core Courses	12
Specialization	12

Independent Research Paper	3
Comprehensive examinations	2
Doctoral Thesis Writing	30
Total	65
RELIGION REQUIREMENTS	6
EDRE 805 Advanced Christian Ethics	3
EDRE 812 Philosophical Perspectives in Adventist Education	3
CORE COURSES	12
EDRS 804 Statistical Data Management and Analysis	2
EDRS 812 Advanced Statistics in Education	3
EDRS 824 Quantitative and Qualitative Research Methods in Education	3
EDTE 830 Modern Trends in Higher Education and Quality Assurance Standards	2
EDTE 831 Monitoring and Evaluation	2
COMPREHENSIVE EXAMINATIONS	2
EDUC 890 Comprehensive Examinations	2
DOCTORAL THESIS	33
EDRS 835 Independent Research paper	3
EDRS 897 Dissertation Writing I	10
EDRS 898 Dissertation Writing II	20
SPECIALIZATIONS	12
Educational Administration	
EDAD 810 Theories and Models of Educational Management, Administration and Leadership	3
EDAD 814 Change and Management of Change in Educational Organizations	3
EDAD 817 Finances, Policies and Legal Issues in Educational Institutions	3
EDAD 818 Management of Resources in Educational Institutions	3
Curriculum and Teaching	
EDTE 810 Advanced Curriculum Theory and Design	3
EDTE 812 Curriculum Development and Supervision of Instruction	3
EDTE 814 Curriculum and Instructional Strategies in Teacher Education Programs	3
EDTE 829 Instructional Technologies and Management Information Systems	3

COURSE PLAN

Year 1

Session	Course Code	Course Title	Credits
I (August)	EDRE 805	Advanced Christian Ethics	3
	EDRS 804	Statistical Data Management and Analysis	<u>2</u>
	Total		5
II (November/ December)	EDRS 812	Advanced Statistics in Education	3
	EDRE 812	Philosophical Perspectives in Adventist Education	<u>3</u>
	Total		6
III (April)	EDRS 824	Quantitative and Qualitative Research Methods in Education	3
	EDTE/EDAD	Specialization 1	<u>3</u>
	Total		6

Year 2

I (August)	EDRS 835	Independent Research Paper	3
	EDTE/EDAD	Specialization 2	3
	EDTE 830	Modern Trends in Higher Education and Quality Assurance Standards	<u>2</u>
	Total		8
II (November/ December)	EDTE/EDAD	Specialization 3	3
	EDTE/EDAD	Specialization 4	<u>3</u>
	Total		6
III (April)	EDTE 831	Monitoring and Evaluation	2
	EDUC 890	Comprehensive Examination	<u>2</u>
	Total		4

Year 3

I (August)	EDRS 897	Dissertation Writing I	10
II (November/ December)	EDRS 898	Dissertation Writing II	20
III (April)	EDRS 898	Dissertation Writing II	Cont.

GRADUATION

COURSE DESCRIPTIONS

EDAD 810 Theories and Models of Educational Management, Administration and Leadership

3 Credits

This course covers definition of concepts of management, leadership and administration; definitions of concepts of organizational symbols, power and authority in educational organizations; functions of educational management; functions of educational administration; Functions of educational leadership; the intersection of educational management, leadership and administration in educational organizations; concepts of educational management, leadership and administration: single executive, unity of purpose, unity of command, delegation of authority and responsibility, division of labour, standardization, span control, stability, flexibility, security, policies, bureaucratic concept, monocratic concept, pluralistic concept, collegial concept; management and administration theories: McGrigor's Theory X, McGrigor's Theory Y, William Ouchi's Theory Z, Abraham Maslow's hierarchy of needs theory, Henri Fayol's administrative effectiveness, Elton Mayo's human relations movement theory; leadership styles: authoritative/autocratic style, participatory style, democratic style, laissez-faire style; models of leadership: formal model, collegial model, practical model, subjective model, ambiguity model, *primus de pares* model; the education act; University Act; Ministry of Education, Ministry of Higher Education, Commission or Council for Higher Education, Institute of Education/Curriculum, Development Center, Teachers' Service Commission/ Education Commission, Examination Boards, accreditation and accreditation bodies, inspectorate, standards and quality assurance; the link between institutions of learning, social change and industrialization; quality, equity, and gender balance in the running of educational intuitions; and the role of professional bodies and unions in educational organizational management.

EDAD 814 Change and Management of Change in Educational Organizations

3 Credits

This course covers definitions of change, its process and concept; theories of social change: structural functioning theory, conflict theory, theory of persuasion, spiral proximal theory, metropolitan satellite theory, interaction and interpretive theory, critical pedagogy of the oppressed, modernism and feminism; concepts of social and educational change: explosion of knowledge, ideas, and skills, balance of quality and equity, inequality of opportunity, gender bias, distribution of resources, open and close systems approaches; the impact of change on educational organizations including universities, colleges, technical institutes, primary and secondary schools; the tyranny of the changing technology: struggle and civility, the tyrannical agony motif in educational change, agony and military metaphor in the change of educational thought and practice, transcendence and technology in education, ciphering the schools in a changing environment; race, class and gender in achieving equality of educational opportunities; women in school leadership positions: assimilation, acceptance and resistance; experiential education: linking race, ethnicity and education; agony in curricular dynamism and school administration; knowledge construction and learning to teach in a changing society; crucible of the classroom: technology, student numbers, imparting knowledge and skills; analyzing teacher knowledge in international changing positions; the changing teachers' personal and professional lives; the teachers' workplace as context for learning; the value of education in a changing global society; the evaluation of educational change; pragmatic and behavioral irregularities in

education; the ecological approach to change in education; the school principal and the use of the systems change management; the role and dilemma of a teacher in a changing society; The changing school purpose, the ends and means of the school in a changing world

EDAD 817 Finances, Policies and Legal Issues in Educational Institutions 3 Credits

This course deals with education and economic growth; social and external benefits of education; education and economics of scale; sources of revenue for financing education: taxation and taxation systems, tuition fee, donations and free will gifts, endowment funds; school audit; role of stakeholders in financing schools: central government, state, district and school community, board of governors, school management committee, parent and teachers' associations, university council, ministry of education, educational statutory boards, donors and donor agents; budgeting and budgetary process; the making of educational policy in Kenya: the Ominde Report, 1964, Session Paper, No. 10, 1965, the Gachathi Report, 1976, the Mackay Report, 1981, the Kamunge Report, 1988, Session paper No. 6 on Education and Training for the Next Decade and Beyond, the Koech Report, 2000; human rights and the rights of the child: African (Banjul) Charter of Human Rights, June 1981; Convention on the Rights of the Child, November 1989, Universal Declaration of Human Right, June 2006; gender issues in educational administration: gender disparities in educational establishment, women participation in the administration of higher learning, politics of gender exclusion in higher education; Education Acts of Kenya, Tanzania, Uganda and any other countries of the world; role of Commission (Councils) for Higher Education in Kenya, Tanzania and Uganda; teachers' codes of conduct in Kenya, Tanzania, and Uganda; teachers' professional code of ethics in Kenya, Tanzania and Uganda; teachers' professional bodies vs. teachers' labor unions; labor laws in Kenya, Tanzania and Uganda and other commonwealth countries; rules regulating hiring, firing and remuneration of teachers vs. school practice on hiring, firing and remunerations; private school Memorandum of Association and University Charter; private schools and government regulations; issuance of certificates, degrees, transcripts and keeping of academic records.

EDAD 818 Management of Resources in Educational Institutions 3 Credits

This course covers the meaning of management, human resource, and human resource management; purpose of human resource department in an educational organization; functions of human resource manager; organizational components of school system; setting a philosophy, vision, mission and goals for human resource and physical facilities; forecasting the needed physical and human resource in an educational organization; micro and macro planning for human resource and educational facilities; managing human resource in a school environment: job analysis and staffing needs, recruiting human resource, selection of human resource, placement of human resource, human resource development and economic security, induction of new workers, appraisal and staff development, compensation and benefits, tenure of service, retirement planning; challenges in human resource management: labor laws and employee unions, job satisfaction and motivation, negotiations and agreements, gender bias in recruitment and promotions of workers, gender based violence: sexual harassment, rape, gender discrimination, gender streaming in university admission, gender and culture, gender and educational reform; students as a human resource: planning student activities, counselling facilities in a school organization, student government in a school society, student and faculty relationship; educational physical facilities: choosing a site for educational facilities, community and environment considerations for establishing a school, principles for site planning, essential

features of classrooms, library, laboratories, gymnasium, playgrounds, dormitories or residence halls, and staff quarters; technology for virtual school and internet; principles for primary educational space, principles for secondary school space and facilities; procedures of developing educational facilities: maintenance and improvement of school facilities.

EDRE 805 Advanced Christian Ethics

3 Credits

The course examines the philosophical foundations of contemporary ethical issues in school administration and teaching school children; an investigation of moral ethical concepts and models from the Bible in contrast to secular concepts and theories; comprehensive discussion of the significance of understanding of ethical issues on an educational leader's moral and social decision-making; dynamics of moral leadership; dynamics of ethical and moral decision-making; teacher and administrator's role in upholding institutional integrity; professional ethics in institutions of higher learning.

EDRE 812 Philosophical Perspectives in Adventist Education

3 Credits

The course is a critical comparison of secular educational philosophies of education with the Adventist educational worldview as expressed in the writings of Ellen White and the beliefs of Seventh-day Adventist church; opportunities, problems, and phenomena which are outgrowths of the distinctive philosophy and unique structure of both the SDA church and its educational system; historical and philosophical issues: the growth and development of Adventist educational system; examination of in-depth study of the underlying philosophy of Adventist education, emphasizing the complementary functions of the church and the school in the education-redemptive process; the historical role the gift of prophecy in the development of Adventist educational philosophy; exploration of Adventist education in the context of the great controversy between good and evil in the nature of man; the nurturing of faith, practical godliness, personal piety in the administration of Adventist schools, colleges and universities.

EDRS 804 Statistical Data Management and Analysis

2 Credits

This course discusses the understanding and use of advanced concepts and practice of microcomputer applications in general as tools for research in education and usage of some of the common application packages like: word processing, electronic spread sheet, database, statistical analysis and an introduction to communication software, LAN and the use of the internet. The Statistical Package for Social Sciences (SPSS) and its transition version to Predictive Analytics Software (PASW) are the computer programs that will be discussed in detail. Several projects will be done. The following topics will be discussed: introduction to the field of statistics: terminologies in statistics, research problems, variables, research questions and hypotheses, common statistical application packages, the Statistical Package for Social Sciences (SPSS) and Predictive Analytics Software (PASW); data coding, entry, and checking: planning the study, pilot study, data collection, coding data for data entry; measurement and descriptive statistics in SPSS and PASW: frequency distributions, descriptive statistics and plots, the normal curve; understanding data and checking assumptions; data file management; inferential statistics in SPSS and PASW: selecting and interpreting inferential statistics, t-tests, one-way analysis of variance, and simple correlation and regression.

EDRS 812 Advanced Statistics in Education**3 Credits**

This course explains inferential statistics (multivariate parametric statistical methods and non-parametric statistical methods) and its applications in educational research. Discussion will focus on theory and application of ANOVA with repeated measures, analysis of covariance, introduction to multiple regression, two-way ANOVA, cluster and discriminant analyses, and other factorial methods. Non-parametric statistical methods for difference and associational research questions will also be discussed. Students are expected to develop proficiency in using a major statistical package (SPSS/PASW). *Prerequisites:* EDTE 715 and computer proficiency in word processing and spreadsheet use. Students who took basic statistics more than five years ago should audit EDTE15 before enrolling for this class or successfully pass EDRS 804 (Statistical Data Management and Analysis).

EDRS 824 Quantitative and Qualitative Educational Research Methods 3 Credits

The course covers common topics in educational research: definitions of research, role of research in education, ethics in conducting research, rationale behind the use of various types of research and designs, quantitative research approach: correlation designs, survey designs, experimental designs, viability of alternative methods of observation, data collection, analysis and interpretation of research data; qualitative research approach: the broad purpose of qualitative research, the process of qualitative research, qualitative research approaches, characteristics of qualitative research, qualitative data collection, threats to qualitative observation and interviews, the narrative research, historical research, ethnographical research, evaluation and policy research, action research, grounded theory design, narrative research design; mixed methods designs: criteria for developing a mixed method design, the triangulation design, characteristics of mixed method designs, steps in conducting mixed method designs, evaluation of a mixed method study.

EDRS 835 Independent Research Paper**3 Credits**

This course involves selecting a research topic; framing statement of the problem; identifying the variables to be discussed under the topic; stating the research questions or objectives of the study; stating the hypothesis of the study; stating the rationale and scope of the study; identifying either a theory or conceptual framework of the study; stating the method and design to be used; selecting the statistical tools to be used if the research is quantitative in nature; identifying a research instrument concomitant with the topic being researched; collecting data and interpreting it; writing a research report.

EDRS 897 Dissertation Writing I**10 Credits**

Doctoral students are required to embark on either a quantitative and/or qualitative dissertation work for a minimum period of one and a half years after completing class work and passing comprehensive examinations using the doctoral degree dissertation writing format. The dissertation work will be written in conformity to the American Psychological Association (APA). It must also conform to the guidelines laid down by the Department and the Board of Graduate Studies. This course is dissertation proposal writing. The major requirement of this course is successful dissertation proposal defense.

EDRS 898 Dissertation Writing II**20 Credits**

This course is continuation of EDRS 897. The major requirement of this course is successful

dissertation defense and submission of bound copies of the dissertation. ***Pre-requisite: EDRS 897 and EDUC 890***

EDTE 810 Advanced Curriculum Theory and Design

3 Credits

This course discusses the meaning and purpose of curriculum; types of curriculum; philosophical foundations of curriculum: idealism, realism, naturalism, pragmatism, existentialism, curriculum centered philosophical approaches: perennialism, essentialism, progressivism, reconstructionalism, psychological foundations of curriculum: behaviorism, cognitive psychology, phenomenology and humanistic psychology; sociological foundations of curriculum: society, education and schooling, family, values and norms, morals, learning, living and earning; the national and school curriculum; characteristics of national and school curriculum; theoretical procedures of curriculum design: the Tyler theoretical model, the Hilda Taba theoretical model, J. J. Schwab's practical and eclectic theoretical model, backward design theoretical model, Paulo Freire's emancipation theoretical model, John Goodland and Maurice Richter political centered theoretical model, task analysis theoretical model; curriculum designs: subject centered design, learner centered design, problem centered design; subject centered design: subject as a course of study, discipline design, broad discipline design; learner centered design: activity centered design, open discussion design, humanistic design; problem centered design: area of living design, personal/social concerns of youth design, core curricula design.

EDTE 812 Curriculum Development and Supervision of Instruction

3 Credits

This course discusses curriculum planning: setting of aims, goals and objectives for curriculum; concept of long range planning for a curricula program, short-term planning, long-range planning, involving parents, teachers, employers and students in the planning process; determining the future: selecting the content, determining levels of content need at different levels, selecting content activities, problems in content and activity selection, matching content with national goals of education, determining needs for children with disabilities, Johari windows theory of supervision and improving instruction; curriculum development: determining the current status of student learning, determining priority areas for curriculum development, developing subject areas: Mathematics, English language, Physics, Chemistry, Biology, Agriculture, Geography, History, religion; developing instructional planning aids: yearly planning matrix (course outline), term planning matrix (schemes of work); unit planning guide (lesson plans); planning for technology in the curriculum: determining primary technology, determining secondary technology, determining tertiary technology; instructional supervision: clinical supervision, planned supervision, unplanned supervision, purpose of supervision; developing a supervisory program; types of supervision: formal supervision, informal supervision; supervision through observation: pre-observation conferences, negotiating boundaries of observations, implications of observations, guidelines for informal observation, guidelines for formal observations, observation data collection, analysing and interpreting data, reporting observation results; post observation conferences: reporting observation results, feedback; peer coaching; action research in supervision; mentoring and induction; confronting marginal performance; professional development; pulling together.

EDTE 814 Curriculum and Instructional Strategies in Teacher Education Programs

3 Credits

This course covers Plato's and Aristotle's concepts of teacher in a society; theories of curriculum and instructional strategies for teaching and teacher education; teaching models: pedagogical model, andragogical model, synergogical model; a historical understanding of teacher education in East Africa: Makerere college school and teacher education, the emerging of the Institute of Teacher Education Kyambogo in Kampala, Kenya Science Teachers College in Nairobi, and National Teachers' College in Dar es Salaam; emerging issues in teacher education: dilemma of who qualifies to teach teachers, dilemma of who qualifies to train as a teacher, dilemma of subject combination dilemma of teacher training and employability, teacher internship, length of time teachers take in training, nature and length of teaching practice, nature of school where teaching takes place; teacher education programs as sites for teacher preparation; developing a teacher education program: vision, mission and philosophy of pre-service teacher education, promotion of quality teacher education, national investments in education, in-service and pre-service teacher education, national and global education for teachers, professional qualities for teachers, profession courses and teaching subjects, re-defining excellence in teaching, partnership in education, community, business and industry for teacher education, teaching mathematics and sciences, teaching social sciences, teaching languages, teaching morality in education, the use of technology and teacher education, supporting the teaching profession, quality management of teacher education; teaching strategies for teaching teachers: teacher-centered approach: teacher talk, the art of explaining, the art of showing, questioning, the aide-memoire; active methods: supervised student practice, discussion, group work and student talk, games and active learning, role-play, drama and simulation, games in teaching language and communication, seminars, learning for remembering, interactive teaching, student-centered approach: reading for learning, private study and homework, assignments and projects, essays and reports; guided discovery, creativity, design and invention, learning from experience, independent learning, self-directed learning; national curriculum centers and university teacher education program; national examination council and the training of teachers; teacher education and teacher behaviour in society.

EDTE 829 Instructional Technologies and Management Information Systems

3 credits

This course deals with definition of information, information systems and technology; importance of information; information concepts: data, information, knowledge, characteristics of valuable information, the value of information in the teaching and learning process; types of information systems: computer-based information systems, support information systems, human resource information systems; importance of information systems; ethics and security of information: ethical issues of information systems, threats to information security, protecting information resources; Kenya Media Act 2007: information and public relations, freedom and independence of the media, professional standards of journalists, ethical standards among journalists and in the media, rights and privileges of journalists in the performance of their duties, regulatory authorities; data and knowledge management: managing data, the data base approach, data base management systems, data warehousing, data governance, knowledge management; network applications: network and networking, web and website, concept of e-learning, concept of distance learning; technology: hardware and its components, in-pu t devices, processing devices, out-pu t devices, software and its components: operating

systems, word processing, electronic spreadsheets, database, data communications, computer networks; management information systems: transaction processing activities, control and dissemination of information, word processing, power point planning and presentations, information storage and retrieving, preventing computer related crimes; networks and distance learning: networking and communicating notes and models, computer based distance learning: audio computer based programs, visual computer based programs, audio-visual interactive computer based programs, computer conferencing, electronic support systems, the internet, worldwide web, components of distance learning: knowledge, learners, teacher sending information, mentor and the extension center, functional technology, evaluation process and system; principles of designing and delivering learning at distance learning centers; distance learning system management and expansion.

EDTE 830 Modern Trends in Higher Education and Quality Assurance Standards

2 Credits

This course discusses overview of levels of education: early childhood education, primary education, secondary education, tertiary education, higher education; meaning and purpose of higher education, quality in higher education, quality control, quality assurance, standards, academic standards, academic review, academic freedom; the importance and state of quality higher education in Africa; process of quality assurance: accreditation, standards and guidelines of accreditation in Kenya, Uganda and Tanzania, the concept and approaches of accreditation and quality assurance, forms of accreditation, principles of accreditation in Kenya, Uganda and Tanzania, key features of accreditation, the process of accreditation; guidelines for self-assessment: self-assessment, criteria and standards for self-assessment, self-assessment for discovery of quality, principles of effective self-assessment, the organization of self-assessment, analysis model for teaching and learning effectiveness, the quality aspects to be assessed, self-assessment report, follow up after assessment, follow up report; guidelines for external program assessment: external assessment, government commission responsible for external assessment, criteria and standards for external assessment, preparing for external assessment, the team of experts, preparations of experts, the assessment protocol, the site visit, formulating the findings, report of the team of experts of the external assessment, the reporting process, government follow up; guidelines and standards for quality assurance in Kenya, Uganda and Tanzania, application for an establishment of a university, preparing a proposal for the establishment of a university, rules and regulations for student conduct and discipline of a proposed university, rules and regulations for staff conduct and discipline of a proposed university, standards and guidelines for university library, standards for the curriculum, preparing curriculum of an academic program, preparing a doctoral degree program, standards and guidelines for open and distance learning (ODL), developing study materials for distance education, checklist for verification of academic resources, format for preparing institutional inspection/visit report, preparing draft charter for a private university, self-assessment questionnaire for a chartered university, criteria for recognition and equation of qualification of a university, validation of a diploma program, authority to collaborate, standard for validating a diploma program, collaboration between institutions, granting authority to collaborate, advisory services.

EDTE 831 Monitoring and Evaluation**2 Credits**

This course covers both educational monitoring and instructional and program evaluation. It discusses the manner in which evaluative procedures contribute to the teaching/learning process and to the improvement of educational decisions. Topics include measurement theory; the alignment of evaluative procedures with teaching objectives; diagnostic, formative, and summative evaluation; the assessment of ability, achievement, aptitude, interest, and personality; alternative forms of evaluation, such as process and product assessment; the interpretation of standardized test data; the reporting of evaluative results; and trends and issues in instructional evaluation. Consideration is done on the explanation of and justification for evaluation strategies at both departmental and institutional levels, from the perspective of both the practitioner and the evaluator.

EDUC 890 Comprehensive Examinations**2 Credits**

This course is enrolled by a student who has done all the doctoral course work with a GPA of 3.30 and above before embarking on research work (Dissertation Writing II). The examination is aimed at testing the level at which a student has internalized and integrated the subject matter in the context of the philosophical framework of the Doctor of Philosophy in Education course. The examination is comprised of three written papers set by a comprehensive examination committee of the Department. Examination scripts are internally and externally examined. The three examination papers and equivalent grading percentages are: paper one: Ethical and Philosophical Perspectives (20%); paper two: Core Area (30%), and paper three: Specialization (50%).

PROPOSED PROGRAM**MASTER OF SCIENCE IN NUTRITION AND DIETETICS****EXPECTED LEARNING OUTCOMES OF THE PROGRAM**

Graduates of the Master of Science in Nutrition and Dietetics will be able to:

1. Define and explain the term nutrition, dietetics, health, healthful living, preventive and curative measures;
2. Identify and discuss pertinent functions of nutrition to human society;
3. Serve as teachers of nutrition in institutions of higher learning and communities;
4. Serve as directors of health care institutions;
5. Promote academic preparation of nutrition health professionals for communities in order to minimise prevalent health related diseases and disorders;
6. Equip church and community health workers with relevant and contemporary knowledge and skills empowering them to participate in health promotion activities;
7. Compare and contrast vegetarian and non-vegetarian foods and their impact on human life;
8. Provide nutrition consultation services in assessing and counselling at individual and community levels in the areas of: community-organization, program planning and implementation, evaluation of nutritional programs, and nutritional research to public and

- private health agencies, including the Seventh-day Adventist Church;
9. Identify nutrition health disorders prevalent in various communities of society;
 10. Provide alternative solutions to contemporary nutrition and health challenging disorders prevalent in developing countries with special reference to the double burden of disease;
 11. Carry out independent and collaborative research in nutrition and disseminate research findings to various communities of society;
 12. Explain the Biblical and Christian philosophical understanding of nutrition to a human life;
 13. Pursue doctoral studies in nutrition and dietetics and/or related fields.

ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements for graduate studies, the applicant to be admitted into the Master of Science in Nutrition and Dietetics must have a Bachelor's degree in Nutrition and Dietetics or Foods and Nutrition.

COURSE REQUIREMENTS

SUMMARY

Courses	Credits
Religion and Philosophy Requirements	6
Core Courses	20
Statistics, Research and Thesis Writing	13
Comprehensive Examination	1
Electives	6
Total	46

RELIGION AND PHILOSOPHY REQUIREMENTS 6

NURE634	Christian Ethics	3
NUPH564	Contemporary Issues in Vegetarian Nutrition	3

CORE IN NUTRITION AND DIETETICS 20

NUTR608	Nutrition for Health, Fitness and Sports	3
NUTR617	Advanced Nutrition I	3
NUTR618	Advanced Nutrition II	3
NUTR627	Assessment of Nutritional Status	3
NUTR705	Research Seminar in Nutrition and Dietetics	2
DTCS753	Medical Nutrition Therapy I	3
DTCS754	Medical Nutrition Therapy II	3

STATISTICS, RESEARCH AND THESIS WRITING 13

STAT605	Biostatistics (with lab)	4
NUTR776	Research Methods in Nutrition	3
NUTR794	Thesis	6

COMPREHENSIVE EXAMINATION 1

NUTR 790	Comprehensive Examination	1
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ELECTIVES IN NUTRITION AND DIETETICS **6**

Any two of the following:

NUTR580	Geriatric Nutrition	3
NUTR519	Phytochemicals	3
DTSC 680	Advanced Topics in Nutrition and Dietetics	3
NUTR581	Prenatal Nutrition	3

FACULTY LISTING

Abunda, Joshua	2014
Lecturer in Business Management	
BCom, Mohanlal Sukhadia University, India	
MCom, Mohanlal Sukhadia University, India	
PhD in progress, Jomo Kenyatta University of Agriculture and Technology	
Amimo, Catherine	2005
Lecturer in Curriculum and Teaching	
BA, Andrews University, USA (UEAB Campus)	
MEd, University of Eastern Africa, Baraton	
PhD, University of Eastern Africa, Baraton	
Balyage, Yona	2003
Professor in Education	
BLA, Spicer Memorial College, India	
MA, Philippine Union College, Philippines	
PhD, Central Luzon State University, Philippines	
Barongo, Asenath	2006
Lecturer in Public Health	
BSc, Moi University	
MPH, Moi University	
PhD in progress, Kuopio University, Finland	
Bwonda, Daniel	2005
Lecturer in Finance	
BSc, Jersey City State College, USA	
MBA, Johns University, NY, USA	
PhD in progress, University of Nairobi	
Francis, Paul Samuel	2012
Associate Professor in Mathematics	
BSc, Bharathiar University, India	
MSc, Bharathiar University, India	

- MPhil, Bharathiar University, India
PhD, Bharathiar University, India
- Francis, Ramesh 2010
Associate Professor in Biology
BSc, Bharathiar University, India
MSc, Bharathiar University, India
PhD, Bharathiar University, India
- Kinuthia, Benson 2002
Lecturer in Education
BST., University of Eastern Africa, Baraton
MEd., University of Eastern Africa, Baraton
PhD., University of Eastern Africa, Baraton
- Korso, Gude Butucha 2013
Associate Professor in Curriculum and Teaching
BLA, Spicer Memorial College, India
MA, Andrews University (Spicer Memorial College Campus), India
PhD, Adventist International Institute of Advanced Studies, Philippines
- Kombo, Frank 2015
Graduate Assistant in Biology
BSc, Karnatak University, India
MSc, Bishop Heber College (Affiliated to Barathidasan University), India
PhD in progress, Maseno University
- Mambo, Richard 2011
Lecturer in Management
BBA, University of Eastern Africa, Baraton
MBA, Aston University, United Kingdom
PhD. in progress, University of Nairobi
- Miyayo, Lameck M. 2004
Senior Lecturer in Theology
BA in Theology, Andrews University (UEAB Campus)
MA, Adventist International Institute of Advanced Studies, Philippines
PhD, Adventist International Institute of Advanced Studies, Philippines
- Miyayo, Yunia 2006
Graduate Assistant in Management
BSSA, Philippine Union College, Philippines
MEd, University of Eastern Africa, Baraton
MBA, University of Eastern Africa, Baraton
PhD in progress, Jomo Kenyatta University of Agriculture and Technology

Monicah, Sang	2011
Lecturer in Business	
BBA, University of Eastern Africa, Baraton	
MBA, University of Eastern Africa, Baraton	
PhD, Adventist International Institute for Advanced Studies	
Muchee, Tabitha	2004
Senior Lecturer in Family and Consumer Sciences	
BA, University of Eastern Africa, Baraton	
MSc, Central Luzon State University, Philippines	
PhD, University of the Philippines, Philippines	
Ndiku, Mueni	2000
Associate Professor in Public Health Nutrition	
BA, Andrews University, USA	
BBA, Andrews University, USA	
MSc, Solusi University, Zimbabwe	
MPH, Loma Linda University (UEAB Campus)	
DrPH, Loma Linda University, USA	
Njeru, Mary	2003
Lecturer in Nursing	
BScN, University of Southern Africa, South Africa	
MCur, University of Southern Africa, South Africa	
PhD in progress, Moi University	
Nyaundi, Nehemiah	1996
Professor in Religion	
BTh, Bugema Adventist College, Uganda	
MA, Newbold College, UK	
MTh, University of Lund, Sweden	
ThD, University of Lund, Sweden	
Obey, Jackie	2000
Senior Lecturer in Medical Laboratory Sciences	
BSc, University of Eastern Africa, Baraton	
MPhil, Moi University	
PhD, University of Eldoret	
Odek, Rabach Symon	1999
Lecturer in Theology	
BLA, Spicer Memorial College	
MA, Andrews University	
PhD, Adventist International Institute of Advanced Studies, Philippines	
Odek, Salome	1999

- Lecturer in Education
 BSE, Philippine Union College, Philippines
 MA, Philippine Union College, Philippines
 PhD, Adventist International Institute of Advanced Studies, Philippines
- Ojunga, Micaiah 2007
 Lecturer in Biology
 BSc, University of Eastern Africa, Baraton
 PGD, Kenyatta University
 MSc, Ecology, Moi University
 PhD, in progress, Moi University
- Ojwang', Millicent 2001
 Lecturer in Educational Administration
 BA, Andrews University, USA (UEAB Campus)
 MEd, University of Eastern Africa, Baraton
 PhD, University of Eastern Africa, Baraton
- Omambia, Benard 2009
 Graduate Assistant in Public Health
 BSc, Moi University
 MA, Moi University
 PhD in progress, University of Eldoret
- Omondi, Richard 2011
 Graduate Assistant in Management
 BCom (Accounting), Kenyatta University
 MBA, University of Eastern Africa, Baraton
 PhD in progress, Adventist International Institute of Advanced Studies, Philippines
- Ondari, William 1993
 Senior Lecturer in Economics
 BA, University of Nairobi
 BPhil, University of Nairobi
 MSc, University of Missouri, Columbia, USA
 PhD, Moi University
- Ong'eta, Jackson 2012
 Graduate Assistant in Accounting
 BEd, University of Nairobi
 MBA, Egerton University
 PhD, Kabarak University
- Owino, Joyce 2013
 Senior Lecturer in Nursing
 Diploma in Professional Studies (Nursing), University of East London, UK

MA, Reading University, UK PhD, Great Lakes University, Kenya	
Petronila Mwangi Lecturer in Education BSc, University of Eastern Africa, Baraton PGDE, University of Eastern Africa, Baraton M.Ed, University of Eastern Africa, Baraton PhD, University of Eastern Africa, Baraton	2005
Ramasamy, Poornima Graduate Assistant in Nursing BScN, Tamil Nadu Dr. M. G. R. Medical University, India MScN, Tamil Nadu Dr. M. G. R. Medical University, India PhD in progress, University of Eldoret	2012
Ramesh, Gracelyn Graduate Assistant in Biology BSc, University of Madras, India MSc, University of Madras, India PhD in progress, University of Eldoret	2010
Sara Biru Lecturer in Business BBA, Ethiopia Adventist College MBA, Adventist International Institute of Advance Studies PhD, Adventist International Institute of Advance Studies	2013
Wahonya, Paul Lecturer in Theology BA, Andrews University, USA (UEAB Campus) MA, Andrews University, USA (Solusi University Campus, Zimbabwe) PhD, Andrews University, USA	1995