

# GRADUATE STUDIES BULLETIN

## 2024 - 2028



### **UNIVERSITY OF EASTERN AFRICA, BARATON**

**A Chartered Seventh-day Adventist Institution of Higher Learning**

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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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# ACADEMIC CALENDAR - SEMESTER

## ACADEMIC YEAR - 2024/2025

### FIRST SEMESTER

|  |                              |
|--|------------------------------|
| Registration.....  | August 28-30, 2024           |
| Classes Begin.....   | September 2, 2024            |
| Late Registration Fee in Effect.....   | September 3-10, 2024         |
| Last Day to Change from Audit to Credit.....                                     | September 10, 2024           |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | September 10, 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 |

### SECOND SEMESTER

|  |                     |
|--|---------------------|
| Registration.....  | January 8-10, 2025  |
| New Students Registration.....   | January 10, 2025    |
| Late Registration Fee in Effect.....   | January 14-22, 2025 |
| Last Day to Change from Audit to Credit.....                                     | January 22, 2025    |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | January 22, 2025    |
| Last Day to Drop a Class with a "W".....   | March 7, 2025       |
| Last Day to Change from Credit to Audit.....                                     | date                |
| Week of Spiritual Emphasis.....  | March 15-22, 2025   |
| Probable Eid al-Fitr Holiday.....  | March 30, 2025      |
| End of Semester Senate.....  | April 2, 2025       |
| Semester Examinations.....   | April 14-24, 2025   |
| Good Friday.....   | April 18, 2025      |
| Easter Monday.....   | April 21, 2025      |

### INTER-SEMESTER

|  |                 |
|--|-----------------|
| Registration.....  | May 12, 2025    |
| Classes Begin.....   | May 12, 2025    |
| Late Registration Fee in Effect.....   | May 13, 2025    |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | May 13, 2025    |
| Last Day to Change from Audit to Credit.....                                     | May 13, 2025    |
| Last day to Drop a Class with a "W".....   | May 23, 2025    |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense).....     | May 15-23, 2025 |
| Submission Proposal/Thesis/Dissertation for Examination.....                     | May 15-23, 2025 |
| Last Day to Change from Credit to Audit.....                                     | May 23, 2025    |

|  |                    |
|--|--------------------|
| Madaraka Day Holiday.....  | June 1, 2025       |
| Presentation Concept note/Proposal/Pilot study/Results/Final Thesis Dissertations..... | June 16-27, 2025   |
| Final Examinations.....  | July 2-3, 2025     |
| Graduation.....  | August 14-17, 2025 |

## ACADEMIC YEAR - 2025/2026

### FIRST SEMESTER

|  |                               |
|--|-------------------------------|
| Registration.....  | August 20-22, 2025            |
| Classes Begin.....   | August 25, 2025               |
| Late Registration Fee in Effect.....   | August 26-September 1, 2025   |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense).....     | September 1-9, 2025           |
| Submission Proposal/Thesis/Dissertation for Examination.....                     | September 1-9, 2025           |
| Last Day to Change from Audit to Credit.....                                     | September 1, 2025             |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | September 1, 2025             |
| Research Conference.....   | September 10-12, 2025         |
| Heritage Week.....   | September 22-27, 2025         |
| Innovation & Entrepreneurship Week.....  | September 28- October 3, 2025 |
| Week of Spiritual Emphasis.....  | October 4 -11, 2025           |
| Huduma Day Holiday.....  | October 10, 2025              |
| Last Day to Drop a Class with a "W".....   | October 13, 2025              |
| Last Day to Change from Credit to Audit.....                                     | October 13, 2025              |
| Proposal Defenses.....   | October 13-17, 2025           |
| Mashujaa Day Holiday.....  | October 20, 2025              |
| End of Semester Senate.....  | November 3, 2025              |
| Semester Examinations.....   | November 17-27, 2025          |

### SECOND SEMESTER

|  |                      |
|--|----------------------|
| Registration.....  | January 7-9, 2026    |
| Classes Begin.....   | January 12, 2026     |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense).....     | January 13-23,2026   |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | January 13-23, 2026  |
| Late Registration Fee in Effect.....   | January 13-21, 2026  |
| Last Day to Change from Audit to Credit.....                                     | January 21, 2026     |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | January 21, 2026     |
| Proposal Defenses.....   | February 23-27, 2026 |
| Last Day to Drop a Class with a "W".....   | February 28, 2026    |
| Last Day to Change from Credit to Audit.....                                     | February 28, 2026    |
| Week of Spiritual Emphasis.....  | March 14-21, 2026    |
| Probable Eid al-Fitr Holiday.....  | March 20, 2026       |
| End of Semester Senate.....  | March 30, 2026       |

|                            |                   |
|----------------------------|-------------------|
| Good Friday.....           | April 3, 2026     |
| Easter Monday.....         | April 6, 2026     |
| Semester Examinations..... | April 13-23, 2026 |

## INTER-SEMESTER

|  |                  |
|--|------------------|
| Labour Day.....  | May 1, 2026      |
| Registration.....  | May 7, 2026      |
| Classes Begin.....   | May 7, 2026      |
| Late Registration Fee in Effect.....   | May 8, 2026      |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | May 8, 2026      |
| Last Day to Change from Audit to Credit.....                                     | May 18, 2026     |
| Last day to Drop a Class with a "W".....   | May 18, 2026     |
| Last Day to Change from Credit to Audit.....                                     | May 18, 2026     |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense)....      | May 18-22, 2026  |
| Submission Proposal/Thesis/Dissertation for Examination.....                     | May 18-22, 2026  |
| Madaraka Day Holiday.....  | June 1, 2026     |
| Proposal Defenses.....   | June 22-26, 2026 |
| Final Examinations.....  | July 6-7, 2026   |

## ACADEMIC YEAR - 2026/2027

### FIRST SEMESTER

|  |                               |
|--|-------------------------------|
| Registration.....  | August 12-14, 2026            |
| Classes Begin.....   | August 17, 2026               |
| Late Registration Fee in Effect.....   | August 18-25, 2026            |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense)....      | August 18-28, 2026            |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | August 18-28, 2026            |
| Last Day to Change from Audit to Credit.....                                     | August 25, 2026               |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | August 25, 2026               |
| Research Conference.....   | September 2-4, 2026           |
| Heritage Week.....   | September 21-26, 2026         |
| Innovation & Entrepreneurship Week.....  | September 27- October 2, 2026 |
| Proposal Defenses.....   | September 28- October 2, 2026 |
| Last Day to Drop a Class with a "W".....   | October 2, 2026               |
| Last Day to Change from Credit to Audit.....                                     | October 2, 2026               |
| Week of Spiritual Emphasis.....  | October 3-10, 2026            |
| Huduma Day Holiday.....  | October 10, 2026              |
| Mashujaa Day Holiday.....  | October 20, 2026              |
| End of Semester Senate.....  | October 19, 2026              |
| Semester Examinations.....   | November 16-27, 2026          |
| Graduation.....  | December 3-6, 2026            |

## SECOND SEMESTER

|  |                      |
|--|----------------------|
| Registration.....  | January 6-8, 2027    |
| Classes Begin.....   | January 11, 2027     |
| Late Registration Fee in Effect.....   | January 12-19, 2027  |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense)....      | January 12-22,2027   |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | January 12-22, 2027  |
| Last Day to Change from Audit to Credit.....                                     | January 19, 2027     |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | January 19, 2027     |
| Proposal Defenses.....   | February 22-26, 2027 |
| Last Day to Drop a Class with a "W".....   | February 26, 2027    |
| Last Day to Change from Credit to Audit.....                                     | February 26, 2027    |
| Week of Spiritual Emphasis.....  | March 13-20, 2027    |
| End of Semester Senate.....  | April 1, 2027        |
| Probable Eid al-Fitr Holiday.....  | March 9, 2027        |
| Good Friday.....   | March 26, 2027       |
| Easter Monday.....   | March 29, 2027       |
| Semester Examinations.....   | April 12-22, 2027    |

## INTER-SEMESTER

|  |                  |
|--|------------------|
| Labour Day.....  | May 1, 2027      |
| Registration.....  | May 3, 2027      |
| Classes Begin.....   | May 3, 2027      |
| Late Registration Fee in Effect.....   | May 4, 2027      |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | May 4, 2027      |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense)....      | May 10-14, 2027  |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | May 10-14, 2027  |
| Last Day to Change from Audit to Credit.....                                     | May 18, 2027     |
| Last day to Drop a Class with a "W".....   | May 18, 2027     |
| Last Day to Change from Credit to Audit.....                                     | May 18, 2027     |
| Madaraka Day Holiday.....  | June 1, 2027     |
| Final Examinations.....  | June 28-29, 2027 |

## ACADEMIC YEAR - 2027/2028

### FIRST SEMESTER

|  |                    |
|--|--------------------|
| New Students Report.....   | August 11-13, 2027 |
| Classes Begin.....   | August 16, 2027    |
| Late Registration Fee in Effect.....   | August 17-24, 2027 |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense)....      | August 17-27, 2027 |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | August 17-27, 2027 |
| Last Day to Change from Audit to Credit .....                                    | August 24, 2027    |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | August 24, 2027    |

|  |                                |
|--|--------------------------------|
| Research Conference.....                     | September 1-3, 2027            |
| Heritage Week.....                           | September 13-18, 2027          |
| Last Day to Drop a Class with a "W".....     | October 1, 2027                |
| Last Day to Change from Credit to Audit..... | October 1, 2027                |
| Innovation & Entrepreneurship Week.....      | September 26 - October 1, 2027 |
| Proposal Defenses.....                       | September 27 - October 1, 2027 |
| Week of Spiritual Emphasis.....              | October 2-9, 2027              |
| Huduma Day Holiday.....                      | October 10, 2027               |
| Mashujaa Day Holiday.....                    | October 20, 2027               |
| End of Semester Senate.....                  | October 18, 2027               |
| Semester Examinations.....                   | November 15-26, 2027           |
| Graduation.....                              | December 2-5, 2027             |

## SECOND SEMESTER

|  |                      |
|--|----------------------|
| Registration.....  | January 5-7, 2028    |
| Classes Begin.....   | January 10, 2028     |
| Late Registration Fee in Effect.....   | January 11-19, 2028  |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense).....     | January 11-21, 2028  |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | January 11-21, 2028  |
| Last Day to Change from Audit to Credit .....                                    | January 19, 2028     |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | January 19, 2028     |
| Proposal Defenses.....   | February 21-25, 2028 |
| Last Day to Drop a Class with a "W".....   | February 25, 2028    |
| Last Day to Change from Credit to Audit.....                                     | February 25, 2028    |
| Probable Eid al-Fitr Holiday.....  | February 28, 2028    |
| Week of Spiritual Emphasis.....  | March 11-18, 2028    |
| End of Semester Senate.....  | March 27, 2028       |
| Semester Examinations.....   | April 10-25, 2028    |
| Good Friday.....   | April 14, 2028       |
| Easter Monday.....   | April 17, 2028       |

## INTER-SEMESTER

|  |                  |
|--|------------------|
| Registration.....  | May 8, 2028      |
| Classes Begin.....   | May 8, 2028      |
| Late Registration Fee in Effect.....   | May 9, 2028      |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | May 9, 2028      |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense).....     | May 15-19, 2028  |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | May 15-19, 2028  |
| Last Day to Change from Audit to Credit.....                                     | May 16, 2028     |
| Last day to Drop a Class with a "W".....   | May 16, 2028     |
| Last Day to Change from Credit to Audit.....                                     | May 16, 2028     |
| Madaraka Day Holiday.....  | June 1, 2028     |
| Proposal Defenses.....   | June 19-23, 2028 |
| Final Examinations.....  | July 3-4, 2028   |

## ACADEMIC YEAR - 2028/2029

### FIRST SEMESTER

|  |                                      |
|--|--------------------------------------|
| Registration.....  | August 9-11, 2028                    |
| Classes Begin.....   | August 14, 2028                      |
| Late Registration Fee in Effect.....   | August 15-21, 2028                   |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense).....     | August 15-25, 2028                   |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | August 15-25, 2028                   |
| Last Day to Change from Audit to Credit.....                                     | August 21, 2028                      |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | August 21, 2028                      |
| .....  | August 21, 2028                      |
| Research Conference.....   | September 6-8, 2028                  |
| Heritage Week.....   | September 17-23, 2028                |
| Proposal Defenses.....   | September 25-29, 2028                |
| Last Day to Drop a Class with a "W".....   | September 29, 2028                   |
| Last Day to Change from Credit to Audit.....                                     | September 29, 2028                   |
| Innovation & Entrepreneurship Week.....  | October 1- 6, 2028                   |
| Week of Spiritual Emphasis.....  | October 7-14, 2028                   |
| Huduma Day Holiday.....  | October 10, 2028                     |
| Mashujaa Day Holiday.....  | October 20, 2028                     |
| End of Semester Senate.....  | November 6, 2028                     |
| Semester Examinations.....   | November 20, 2028 - December 1, 2028 |
| Graduation.....  | December 7-10, 2028                  |

### SECOND SEMESTER

|  |                             |
|--|-----------------------------|
| Registration.....  | January 10-12, 2029         |
| Classes Begin.....   | January 15, 2029            |
| Late Registration Fee in Effect.....   | January 16-24, 2029         |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense).....     | .....                       |
| .....  | January 16-26, 2029         |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | January 16-26, 2029         |
| Last Day to Change from Audit to Credit.....                                     | January 24, 2029            |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | .....                       |
| .....  | January 24, 2029            |
| Last Day to Drop a Class with a "W".....   | March 2, 2029               |
| Last Day to Change from Credit to Audit.....                                     | March 2, 2029               |
| Week of Spiritual Emphasis.....  | March 9, 2029               |
| Probable Eid al-Fitr Holiday.....  | February 14, 2029           |
| Proposal Defenses.....   | February 26 – March 2, 2029 |
| Good Friday.....   | March 30, 2029              |
| Easter Monday.....   | April 2, 2029               |
| End of Semester Senate.....  | April 3, 2029               |
| Semester Examinations.....   | April 16-27, 2029           |

## INTER-SEMESTER

|  |                  |
|--|------------------|
| Registration.....  | May 7, 2029      |
| Classes Begin.....   | May 7, 2029      |
| Late Registration Fee in Effect.....   | May 8, 2029      |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | May 8, 2029      |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense)....      | May 14-18, 2029  |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | May 14-18, 2029  |
| Last Day to Change from Audit to Credit.....                                     | May 18, 2029     |
| Last day to Drop a Class with a "W".....   | May 18, 2029     |
| Last Day to Change from Credit to Audit.....                                     | May 18, 2029     |
| Madaraka Day Holiday.....  | June 1, 2029     |
| Proposal Defenses.....   | June 18-22, 2029 |
| Session 2 Final Examinations.....  | July 2-3, 2029   |

## ACADEMIC YEAR - 2029/2030

### FIRST SEMESTER

|  |                              |
|--|------------------------------|
| Registration.....  | August 15-17, 2029           |
| Classes Begin.....   | August 20, 2029              |
| Late Registration Fee in Effect.....   | August 21-29, 2029           |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense)....      | August 21-31, 2029           |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | August 21-31, 2029           |
| Last Day to Change from Audit to Credit.....                                     | August 29, 2029              |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | August 29, 2029              |
| Proposal Defenses.....   | September 1-5, 2029          |
| Research Conference.....   | September 5-7, 2029          |
| Heritage Week.....   | September 16-22, 2029        |
| Last Day to Drop a Class with a "W".....   | October 5, 2029              |
| Last Day to Change from Credit to Audit.....                                     | October 5, 2029              |
| Innovation & Entrepreneurship Week.....  | September 30-October 5, 2029 |
| Week of Spiritual Emphasis.....  | October 6-13, 2029           |
| Huduma Day Holiday.....  | October 10, 2029             |
| Mashujaa Day Holiday.....  | October 20, 2029             |
| End of Semester Senate.....  | November 6, 2029             |
| Semester Examinations.....   | November 19-30, 2029         |
| Graduation.....  | December 6-9, 2029           |

### SECOND SEMESTER

|  |                     |
|--|---------------------|
| Registration.....  | January 9-101 2030  |
| Classes Begin.....   | January 14, 2030    |
| Late Registration Fee in Effect.....   | January 15-23, 2030 |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense)..... | January 15-25, 2030 |

|  |                            |
|--|----------------------------|
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | January 15-25, 2030        |
| Last Day to Change from Audit to Credit.....                                     | January 23, 2030           |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | January 23, 2030           |
| .....  | January 23, 2030           |
| Last Day to Change from Audit to Credit.....                                     | January 23, 2030           |
| Proposal Defenses.....   | February 25– March 1, 2030 |
| Last Day to Drop a Class with a “W”.....   | February 27, 2030          |
| Last Day to Change from Credit to Audit.....                                     | February 27, 2030          |
| Week of Spiritual Emphasis.....  | March 16-23, 2030          |
| Probable Eid al-Fitr Holiday.....  | February 14, 2030          |
| Good Friday.....   | March 30, 2030             |
| Easter Monday.....   | April 2, 2030              |
| End of Semester Senate.....  | April 8, 2030              |
| Semester Examinations.....   | April 15-25, 2030          |

## **INTER-SEMESTER**

|  |                  |
|--|------------------|
| Registration.....  | May 6, 2030      |
| Classes Begin.....   | May 6, 2030      |
| Late Registration Fee in Effect.....   | May 7, 2030      |
| Presentations (Concept Note/Proposal/Pilot study/Results/Final Defense).....     | May 13-17, 2030  |
| Submission of Proposal/Thesis/Dissertations for Examination.....                 | May 13-17, 2030  |
| Last Day to Add or Drop a Course without Entry on Permanent Academic Record..... | May 17,2030      |
| Last Day to Change from Audit to Credit.....                                     | May 17, 2030     |
| Last day to Drop a Class with a “W”.....   | May 20, 2030     |
| Last Day to Change from Credit to Audit.....                                     | May 20, 2030     |
| Madaraka Day Holiday.....  | June 1, 2030     |
| Proposal Defenses.....   | June 17-21, 2030 |
| Final Examinations.....  | July 1-2, 2030   |

## Message From Vice Chancellor

**W**elcome to the Graduate Studies of the University of Eastern Africa, Baraton (UEAB). We thank you for choosing our graduate programs, which are the highest expression of our 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.”



Graduate education is a gateway to a new level of profession. It thrives in an environment of scholarly exchange and culminates in a creative and original contribution in one’s field of study representing the ability to participate in the advancement of human knowledge. Graduate students at UEAB acquire professional expertise and the necessary values and intellectual and critical skills to meet the challenges of tomorrow. We are confident of the quality of our programs facilitated by skilled professionals with a shared commitment to careers in teaching, business, sciences, and allied health, research, and an array of potential leadership opportunities in various fields of discipline.

This Academic Bulletin is for the purpose of guiding you on the graduate academic programmes on offer at UEAB. It does not in any way constitute a contract between the University and the student. However, unless a change is made, which will be communicated, the curriculum indicated under the various departments comprises the courses that one needs to take for the specific degree desired. Graduate students are required to use this bulletin as a guide throughout their study at UEAB because it provides guidance on the curriculum, policies, procedures, and regulations governing graduate studies.

It is my hope that you will find your study and research experiences in your pursuit of graduate education exhilarating and life-changing. If you have unanswered questions or need further clarification, please do not hesitate to visit the Office of Graduate Studies and Research.

**Prof. Msafiri M. Jackson,**  
**BSc. (Eng.), MSc. (Eng.) PhD (Env. Eng.), Reg. PE (T), FAS (T)**

## Message From Deputy Vice-Chancellor Academics and Student Affairs

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**W**elcome to the Graduate School at the University of Eastern Africa, Baraton (UEAB). We are glad you chose to make UEAB your school of choice and through it fulfil your cherished dreams of climbing up the academic and professional ladder. Please be assured you have made the right decision. And as a result of this we will work with you to create an environment in which you can advance and achieve your aspirations and goals.



For many of you coming to graduate school means choosing to take on additional responsibility on top of what you already have. And because of the long term benefits you have chosen to add this extra load. Congratulations! This calls for what I will call “a delicate balancing act.” Balancing family commitments, employment, business engagements and many others with school work. It also means having to make several sacrifices. But even as you make these sacrifices and play a delicate balancing act, remember you have many loved ones and many significant others who pray for you and support you along this significant academic journey.

For your academic journey to be seamless, be innovative and proactive. Engage with your lecturers, mentors and professors; interact actively with your peers in graduate school and learn from each other. One of the ways you can do this is to plan to attend thesis and dissertation proposal defenses as your peers present and defend them, and the professors and supervisors challenge them to excellence.

Remember that at Graduate School level you are expected not just to consume knowledge, but also to generate new knowledge. This calls for critical thinking and innovative approaches that will add new knowledge to already existing pool of knowledge in your area of expertise.

As I conclude this message let me remind you not to forget to take care of yourself even as you work through graduate school. Take time to relax and socialize with family, friends, mentors, peers and others. Take time to sleep well. Respect your meal times. Take time for spiritual nurture and growth.

Last but not least, do not give up. There may be times of discouragement along this academic journey when the challenges seem so insurmountable. Keep going. Seek help as need may be and keep going until the work is done. There are moments when you will reflect on the experiences you passed through in graduate school and say, it was worth all the effort and the resilience. So, keep going until it is done. So, Congratulations once again for choosing to join graduate school at UEAB and we wish you all the best and God’s abundant blessings on this academic journey.

**Dr. Paul Wahonya, PhD**

# Message From The Director of Graduate Studies and Research

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

As a leading Private University in Kenya, our mission is 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.

Graduate studies and research has been playing a pivotal role in fostering research through critical thinking and innovation in the region. Our university has proven its brilliance in research by turning forth internationally renowned and skilled researchers in a wide range of academic fields.

At UEAB, we are dedicated to offering a supportive environment that will enable you to delve deeply into your research interests and advance knowledge in your field of study.

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.

Our programs are designed to train highly competent students who will make significant contribution to the society as researchers, educators and professionals. With our highly skilled team of academics and administrative personal, I would be happy to assist you in reaching your academic objectives and going above and beyond.

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.

Thank you for choosing UEAB.

**Prof. Ramesh Francis, MSc., MPhil., PhD.**

## 1.1 HISTORY OF THE UNIVERSITY

Before 1978, there was no Adventist University in East Africa, and, for this reason; students desiring to pursue higher education in an Adventist institution had to go outside Eastern Africa. During the 1970's. the Middle East College in Beirut Lebanon, served many such students. Therefore, there was a great need for a full-fledged university in Eastern Africa. The Government of Kenya allotted 339 acres of the then Baraton Animal Husbandry Research Station in Nandi County to the Seventh-day Adventist Church for the purpose of establishing what is now known as the University of Eastern Africa, Baraton. The Lebanese civil war caused instability in Middle East College and consequently, in October 1978, the Afro-Mideast Division of Seventh-day Adventist took a decision to establish a University College in Kenya on December 21, 1978. Almost all lecturers at Middle East College relocated to the University College of Eastern Africa, Baraton, including Dr. Percy Paul who later became the first Principal/ Vice-Chancellor of the University College of Eastern Africa, Baraton, affiliated to Andrews University, USA. Classes began in September, 1979, in the temporary farm structures. Some of these structures have since been replaced with modern buildings.

In 1980, the Commission for Higher Education of Kenya granted accreditation to the University College of Eastern Africa, Baraton, and this allowed the University to operate as a University College of Andrews University. Therefore, from 1980 to 1991, the University College was affiliated to Andrews University Michigan, USA and offered four-year Bachelor's degree programmes.

In 1991, the Government of Kenya granted a charter allowing the university award her own degrees. Thus, the institution became the first private university in Kenya to be granted a Charter by the Government of the Republic of Kenya through the then President, His Excellency Hon. Daniel Arap Moi.

The University is accredited by the Commission for the University Education, Nursing Council of Kenya, Public Health Officers and Technicians Council of Kenya, Kenya Nutritionists and Dieticians Institute, Kenya Medical Laboratory Technicians and Technologists Board and the Adventist Accrediting Association (AAA).

The University serves students from all over the world. It admits qualified students regardless of their religious background, provided that such students accept the Christian principles and lifestyle which form the basis for the University's educational philosophy and life

## **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 and the University Council. 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;

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.

## 2.1 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 faculties, 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 coordinators is to review the respective programs in the School. 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.

### 3.1 DEGREES OFFERED

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

#### **School of Business**

1. Master of Business Administration (MBA) with the following Specialization / Options:
  - a. Accounting
  - b. Finance
  - c. Strategic Management
  - d. Management Information Systems
2. Doctor of Philosophy (PhD) in Business Administration with the following Specialization / Options:
  - a. Accounting
  - b. Finance
  - c. Strategic Management

#### **School of Education, Humanities and Social Sciences**

1. Master of Education (MEd) with the following Specializations/ Options
  - a. Curriculum and Teaching
  - b. Educational Administration
2. Doctor of Philosophy (PhD) in Education
  - a. Curriculum and Teaching
  - b. Educational Administration

#### **School of Nursing and Health Sciences**

1. Master of Science in Nursing (MScN) – Community Health
2. Master of Global Health (MGH)
3. Master of Public Health (MPH) with the following Specializations/ Options
  - a. Generalist and Health Promotion
  - b. Epidemiology and Disease Control

#### **School of Science and Technology**

1. Master of Science in Biological Sciences (MSc) with the following Specializations/ Options
  - a. Biomedical
  - b. Conservation

### 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 eLearning center.

#### **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 collections with current volumes, together with relevant journals and periodical subscriptions, and internet services.

#### **3.3.2 ODeL in Postgraduate and Research at UEAB (New)**

The Open, Distance, and eLearning (ODeL) Directorate at UEAB is crucial in enhancing postgraduate studies and research. Through its innovative and technology-driven and flexible approach, UEAB ODeL facilitates teaching and learning thus ensuring accessibility for students regardless of location. It provides research and supervision opportunities by connecting students with qualified faculty and mentors. It hosts research seminars and thesis defenses, allowing scholars to present and refine their work. ODeL supports postgraduate research by offering access to extensive e-resources, including journals, databases, and digital libraries. It enables synchronous learning through live virtual lectures, discussions, and collaborative sessions. Asynchronous learning options, such as recorded lectures and online modules, allow students to learn at their own pace. Also, it provides a platform for conducting online examinations that meet integrity requirements through its online proctoring. The ODeL directorate, therefore, fosters academic networking by creating virtual communities for knowledge sharing, thus helping the directorate of postgraduate studies and research to achieve its mandate.

### **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

## 4.1 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. 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)
10. A copy of Master's thesis for PhD applicants.

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

### 4.3 INTERNATIONAL 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. **Master's program**
    - i. Regular Admission: A minimum cumulative GPA of 2.67 on a 4.00-point scale or a second class lower division or its equivalent at a bachelor's level.

- ii. Probationary Admission: A cumulative GPA of between 2.50 to 2.66 on a 4.00-point scale or its equivalent at a bachelor's level with at least 2 years of relevant work experience in a related area of study.
- iii. Provisional admission:
  - Applicants who do not meet the criteria for regular admission may, in certain circumstances, be admitted provisionally for one semester to furnish evidence of completing the deficiency.
  - Applicants whose certificates and transcripts of the diplomas, degrees, post-graduate diplomas and post-graduate certificates were conferred or awarded by Foreign Universities and Institutions can be admitted on provisional basis subject to submitting the recognition and equation certificate by the Commission for University Education before the end of the first semester.

**b. Doctoral program**

- i. Regular Admission: A minimum cumulative GPA of 3.00 on a 4.00-point scale or its equivalent at a master'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 or its equivalent at a master's level with at least 3 years of relevant work experience in a related area of study.
- iii. Provisional admission:
  - Applicants who do not meet the criteria for regular admission may, in certain circumstances, be admitted provisionally for one semester to furnish evidence of completing the deficiency.
  - Applicants whose certificates and transcripts of the diplomas, degrees, post-graduate diplomas and post-graduate certificates were conferred or awarded by Foreign Universities and Institutions can be admitted on provisional basis subject to submitting the recognition and equation certificate by the Commission for University Education before the end of the first semester.

**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. Prospective students whose under graduate studies were not conducted in English shall undergo an English language placement test to evaluate their proficiency.
- c. Those who score below C+ in the placement test shall be assigned to remedial lessons program depending on their level of proficiency:
  - a. EFLR 501 English Foreign Language Remedial I      3 Credits
  - b. EFLR 502 English Foreign Language Remedial II      3 Credits

**4. Meet additional requirements as specified by the program.**

## 4.7 RECOGNITION AND EQUATION OF QUALIFICATIONS

All certificates and transcripts of the diplomas, degrees, Post-Graduate diplomas and Post-Graduate certificates conferred or awarded by Foreign Universities and Institutions need to be recognized and equated by the Commission for University Education in Kenya prior to getting a regular admission. Failure to submit at the time of admission, the student may be admitted on provisional basis subject to submitting the recognition and equation by the end of the first semester. Otherwise the admission shall be placed on hold, blocking next semester's registration. Failure to achieve this requirement will lead to discontinuation from the program. The university shall assist in the recognition and equation process.

## 4.8 CLASSIFICATIONS OF ADMISSION

### 4.8.1 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.

### 4.8.2 Probationary Admission

An applicant who does not meet the GPA requirement for regular admission may be admitted and given probationary status, if he/she fulfills the probationary requirements. This probationary status is valid 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 as follows:

- i. Doctorate student admitted on probationary status shall qualify for regular status after attaining a cumulative GPA of at least 3.00 at the end of one semester of study. Those who fail meet this requirement may be allowed to repeat the failed course(s) once. Failure to achieve this requirement after the repeat shall lead to discontinuation from the program.
- ii. Masters' student admitted on probationary status shall qualify for regular status after attaining a cumulative GPA of at least 2.67 at the end of one semester of study. Those who fail to meet this requirement may be allowed to repeat the failed course(s) once. Failure to achieve this requirement after the repeat shall lead to discontinuation from the program.

### 4.8.3 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. The student is allowed to register for one semester pending submission of relevant admission documents; otherwise, will be placed on hold, blocking further registrations. Until official documents are presented and accepted, no official academic credit can be awarded.

### 4.8.4 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; or a student who was admitted under regular status wishes not to attain 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.

#### **4.8.5 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.

#### **4.8.6 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 2.67 for master's and 3.00 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 Graduate Program coordinator/ 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.

### **4.9 PRESENTATION OF ORIGINAL DEGREE CERTIFICATE(S)**

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

### **4.10 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.

## 5.1 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 checks 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 unless there is a special consideration and permission is granted

## 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 relevant to UEAB programs. 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 three (3) years for full-time. Part-time students shall complete within a minimum of four (4) years and a maximum of six (6) years.

A doctoral program will be completed within a minimum of three (3) years up to a maximum of five (5) years for full-time. Part-time students shall complete within a minimum of five (5) years and maximum of seven (7) years.

Failure to complete the program within the maximum period allowed requires application for readmission/extension

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 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.

### 6.2 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.

## 6.3 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.

## 6.4 FINAL EXAMINATIONS

### 6.4.1 Examination Timetable

The Assistant Registrar for Registration and Examination shall publish the examination time-table 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.*

### 6.4.2 Examinations

All final examinations carry 50% of the final grade and continuous assessment carries the remaining 50%. All students who are registered for the semester are allowed to do the final examinations subject to meeting the financial requirements.

Students must carefully and accurately review the examination timetable to ensure that they don't miss any exams. Missing a final examination due to misreading the timetable or failing to attend without prior official approval will result in F grade. The student will then be required to repeat the course.

### 6.4.3 Special Examination

A special examination is only for students who missed their final examinations due to sickness, loss of close family member. special exams approval will not be granted to students who missed their final examinations due to a lost, misplaced, or expired student identity card. Exceptional cases will be reviewed and addressed by the Board of Graduate Studies and Research.

Special Examinations will cover the same content of the examination that was missed, but will not be the same exam. Application for special examination should be done immediately by the student or a friend or staff/faculty after missing the final examination for a course. A student can only take the special examination after successful application and approval. A fee of Kshs 2,000.00 will be charged for each Special Exam, which must be taken at the beginning of the semester following the registration

Failure to take the special exam in the following semester will require the student to repeat the course, with a grade of F awarded for the missed examination.

If a student is unable to take the special examination due to valid reasons, they may submit a request for an extension through Board of Graduate Studies and Research, accompanied by supporting documents verifying their inability to appear for the special examination. However, the extension period must not exceed one academic year from the date of course registration.

### **Submission of Change of Grade after Special Examinations**

After the exam, the lecturer marks the exam and submits the signed change of grade form, copy of the grade book, evidences supporting why the student missed the exam, proof of payment for the special exam to the BGSR approval.

The Registrar submits the signed Change of Grade form and supporting documents to the BGSR for approval.

After the Change of Grade has been approved by the BGSR, the grade is awarded for the course.

### **6.4.4 Supplementary Examinations**

A Supplementary Examination is an additional examination for a student who has sat for the final exam and failed to attain a passing grade in a course. This is a second chance to pass the course.

Supplementary Examinations are scheduled after the formal exam period and shall not be available for all courses, or for all examination types. A supplementary examination shall be similar to the final examination in length and degree of difficulty and will be moderated.

### **Application for Supplementary Examinations**

1. Students apply for the supplementary examination through the lecturer, department chair/graduate program coordinator and school dean using the prescribed forms available on the website.
2. Students must apply for the supplementary examination within the first week on the following semester.
3. Supplementary examinations are scheduled to take place at the start of the semester that follows the one in which the course was taken. Failure to which the student will repeat the course.
4. Students are allowed to take a supplementary examination for a course only once.
5. The supplementary examinations will be administered during the second week of the following semester (during the special exam period).
6. A supplementary exam fee equivalent to two-third of the cost per credit and is payable before the examination date.
7. A student who fails a supplementary examination must repeat the course.

### **Supplementary Examination Grading**

1. The maximum grade that can be earned from a supplementary examination is a B- for Masters and B Plain for PhD.
2. If a student scores lower on a supplementary exam, the initial grade will be retained on the his/her academic transcript.
3. The supplementary examination grade will replace the original grade and be used to compute the student's GPA.

#### 6.4.5. Remark of Final Examination

Any student who feels that his/her final examination paper was not fairly marked has a right to request for a remark of the examination. The procedure for requesting for a remark of an examination shall be as follows:

1. A request for remarking a final examination must be made within two weeks of releasing the grade.
2. A student completes the Remark of Examination form from the UEAB website. The student pays the amount required for the remark before the remark is done.
3. The form is submitted to the Department Chairperson/ Graduate Program Coordinator who submits it to the School Dean and then to the Director of Graduate Studies and Research with a list of three approved examiners.
4. The Director of Graduate Studies and Research takes the Remark of Examination form to Board of Graduate Studies and Research for approval.
5. The Board of Graduate Studies and Research will select one examiner and send the papers for remarking.
6. The marks of the remark are computed together with that of continuous assessment to arrive at the final grade to be awarded to the student as per the University policy.
7. The marks of the remarked work and the final grade awarded to the student as stipulated are presented to Board of Graduate Studies and Research for ratification.
8. The final grade resulting from the remark shall be the grade awarded to the student.

#### 6.4.6. 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 departmental/ school graduate committee and forwarded to Board of Graduate Studies and Research for endorsement.
5. The final approval shall be done by the Senate.

### 6.5 REPEATING COURSES

A student who has earned below the minimum passing grade in the supplementary exam **must** repeat the course. A course may be repeated 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](http://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](http://www.ueab.ac.ke)

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 and Research. 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](http://www.ueab.ac.ke)

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 3 years for master's and end of 5 years for doctorate from the semester of registration for thesis/dissertation writing). 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 / Program coordinator, 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 will result in a failing grade for the course, as well as all courses registered during that semester. Additionally, the student will face suspension from the University for one academic year (covering two semesters including inter-semester) or any other disciplinary action deemed appropriate by the University. Forging signatures and impersonation will subject to criminal prosecution.

Academic dishonesty consists of any of the following:

1. Fabrication or falsification of documents, including signing another person’s name.
2. Plagiarism.
3. Violation of international copyright law or licensing agreements—including downloading, uploading, scanning, copying, distributing, or possessing unauthorized copyright material (e.g., books, images, software, etc.) beyond the accepted fair use.
4. Using speech, text, or media to deceive or defraud.
5. Presenting another person’s work as one’s own (including writing a paper for someone else).
6. Accessing copies of an exam before it is given or receiving inappropriate assistance during an examination.
7. Providing others with answers, or other inappropriate assistance on homework, research, or examinations.

**Plagiarism** is considered a serious breach of academic integrity. UEAB subscribes to a plagiarism detection service. Students discovered to have plagiarized written work will receive a failing grade for the plagiarized assignment. Submission of a paper prepared by another person, however, carries a penalty of a grade of F for the course, regardless of high achievements in other components of the course requirements.

## 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

The Comprehensive Examination is an important evaluation administered to graduate students—typically after the completion of coursework and before beginning thesis or dissertation research. Its purpose is to assess the student’s overall mastery of their discipline, ensuring not only knowledge of individual courses but an integrated understanding required for advanced research or professional practice.

### **Eligibility:**

Students must have completed all required coursework (or be in their final semester), be in good academic standing, and have no outstanding “In-Progress” or incomplete grades.

### **Timing and Scheduling:**

The examination is administered once a year by the department. Students may sit for the exam once they meet the eligibility requirements. Results are released within two weeks of the examination date.

### **Form of the Examination:**

Depending on the program, the examination may be written, oral, or a combination of both. Master’s programs may require one format, while doctoral programs often include both components.

### **Scope and Content:**

The exam covers the full curriculum of the student’s program—major subject areas and, where applicable, minor or related specializations. It evaluates conceptual understanding, synthesis of knowledge, research readiness, and critical thinking.

### **Failure and Retake Policy:**

Students who do not pass the examination may retake it once. Only one retake is permitted.

### **Progression to Candidacy / Thesis:**

Successful completion of the Comprehensive Examination advances the student to candidacy and qualifies them to begin their thesis or dissertation research.

## 8.3 PUBLICATION REQUIREMENT

A graduate student should present publication or 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) in order to be cleared for graduation. The publications must be related and conform to the candidate’s thesis/dissertation project.

### 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. Present a concept paper for approval as the thesis/dissertation proposal.
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

### 10.1 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 and presentation of a concept paper / synopsis is done during the period the student is registered in Research Methods class (for master's degree students) and in Independent Research Paper or Advance Research Methodology class (for doctoral degree students). The research lecturer guides the student in formulating researchable topics. The thesis/dissertation topic and concept paper / synopsis is evaluated and approved by qualified faculty members facilitating graduate programs in the department during the concept paper / synopsis presentation scheduled by the department.

## **10.3 THESIS/DISSERTATION SUPERVISION**

Immediately upon the approval of the thesis/dissertation concept paper / synopsis 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/dissertation 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 two (2) 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 recommend the examiners (two internal and one external) to the Director of Graduate Studies and Research, who will present the recommended examiners to the Board of Graduate Studies and research for approval. After approval from the BGRS the name of the external examiner shall be presented to the Senate for approval. The Director of Graduate Studies and Research will write the official communication to the examiners requesting their services upon approval. Reports of the examiners are expected to be submitted to the Office of Graduate Studies and Research within 30 calendar days.

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         | Grab       |  |
| 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 December. 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 2.67 or grade B- (master's) or 3.00 (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 PARTICIPATION IN GRADUATION EXERCISES**

Before a student participates in the graduation exercise and receives his/her degree certificate, the student:

1. Must have applied for graduation online through iCampus.
2. Must have completed all relevant requirements for the degree;
3. Must have official transcripts of any transfer credits, including correspondence credits, in the Registrar's Office at least three months prior to the intended date of graduation;
4. Must have been given financial clearance online by the Student Finance Office;
5. Must have been given academic clearance by the Department, School, and Senate;
6. Must have been cleared by the office of the Deputy Vice- Chancellor - Student Affairs and Services.
7. Must attain verification and clearance from the Office of the Director of Graduate Studies and Research and Registrar and have his/her name included on the list of students cleared for graduation.

## **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.

## **11.7. POSTHUMOUS DEGREE**

To recognize the hard work of students who may be deceased while studying, the University of Eastern Africa, Baraton awards a posthumous degree to such students. A student who has completed degree requirements a minimum degree requirement (about 75% of the requirement) but deceased before graduation may be considered a candidate for a posthumous degree. Such student must be nominated by the chairperson of the department in which the student was enrolled at prior to his or her death. Request for the posthumous degree must reach the office of the Registrar for voting by the Senate.

If the posthumous degree is voted by the Senate:

1. The chairperson of the department of the deceased student contacts the relative of the student to be present on the commencement service to receive the degree/diploma or certificate.
2. The student's name will be listed in the commencement program parenthetically noted "Posthumous." Posthumous degrees cannot be backdated.
3. On the diploma, the words, "awarded posthumously" will be printed.
4. On the transcript, it will be noted that it is a posthumous degree.

## 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.



# SCHOOL OF BUSINESS

PROGRAMS:

MASTER OF BUSINESS ADMINISTRATION (MBA)

DOCTOR OF PHILOSOPHY (PHD) IN BUSINESS ADMINISTRATION



# Master of Business Administration

## FACULTY

|                |                          |
|----------------|--------------------------|
| Ibeneme, C.    | PhD, Professor           |
| Kibirango M.   | PhD, Associate Professor |
| Maiyo, P.      | PhD, Associate Professor |
| Misoi M.       | PhD, Senior Lecturer     |
| Ong’eta, O. J. | PhD, Senior Lecturer     |
| Aunga, D       | PhD, Senior Lecturer     |
| Gitonga, N.    | PhD, Senior Lecturer     |
| Sang, M.       | 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 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 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 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 **Strategic 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 (BUAD 503, BUAD 504)           |
| Marketing  | 3 Credits (BUAD 505)                     |
| Computer   | 3 Credits (BUAD 508)                     |
| Management | 9 Credits (BUAD 501, BUAD 510, BUAD 512) |
  - 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 overall cumulative GPA is not lower than 3.00.
2. WCEs are scheduled once a year during the 2<sup>nd</sup> 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

## COURSE REQUIREMENTS

### SUMMARY

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

### FOUNDATION COURSES

**9 Credits**

| <b>Course Code</b> | <b>Course Title</b>                                       | <b>Credits</b> |
|--------------------|---|----------------|
| 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 Credits**

| <b>Course Code</b> | <b>Course Title</b>                          | <b>Credits</b> |
|--------------------|--|----------------|
| 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 Credits**

| Course Code | Course Title                             | Credits |
|-------------|--|---------|
| BUAD 597    | Biblical Perspectives of Business Ethics | 2       |
| BUAD 598    | Philosophy of Values                     | 2       |

**INTERNSHIP** **3 Credits**

| Course Code | Course Title  | Credits |
|-------------|---|---------|
| BUAD 685    | Internship in Business Administration<br><i>(for non-business bachelor's degree graduates without at least 3 years of experience)</i> | 3       |

**WRITTEN COMPREHENSIVE EXAMINATIONS (WCE)** **1 Credit**

| Course Code | Course Title | Credits |
|-------------|--------------|---------|
| BUAD 690    | WCE          | 1       |

**THESIS WRITING** **6 Credits**

| Course Code | Course Title                                | Credits |
|-------------|---|---------|
| BUAD 692    | Seminar in Thesis/Feasibility Study Writing | 2       |
| BUAD 693    | Thesis/Feasibility Study Writing            | 4       |

**COURSES FOR AREA OF EMPHASIS****Accounting** **9 Credits**

| Course Code | Course Title                      | Credits |
|-------------|-----------------------------------|---------|
| BUAD 621    | Advanced Financial Accounting     | 3       |
| BUAD 622    | Accounting Consultancy            | 3       |
| BUAD 623    | Operational and Internal Auditing | 3       |

**Finance** **9 Credits**

| Course Code | Course Title                        | Credits |
|-------------|-------------------------------------|---------|
| BUAD 631    | Public Finance and Fiscal Policies  | 3       |
| BUAD 632    | Investment and Portfolio Management | 3       |
| BUAD 633    | International Finance               | 3       |

**Human Resource Management** **9 Credits**

| Course Code | Course Title                                   | Credits |
|-------------|--|---------|
| 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 Credits**

|          |   |   |
|----------|---|---|
| BUAD 613 | Principles of Information Security and Privacy OR | 3 |
| BUAD 615 | IT Governance and Security                        | 3 |
| BUAD 614 | Systems Analysis, Planning and Control            | 3 |
| BUAD 616 | Database Management Systems                       | 3 |

**Marketing** **9 Credits**

|          |                                       |   |
|----------|---------------------------------------|---|
| BUAD 671 | Consumer Behavior                     | 3 |
| BUAD 672 | Global Marketing and Sales Management | 3 |
| BUAD 673 | Marketing Research                    | 3 |

**Strategic Management** **9 Credits**

|          |                                |   |
|----------|--------------------------------|---|
| BUAD 641 | Leadership                     | 3 |
| BUAD 642 | Corporate Planning             | 3 |
| BUAD 643 | Managing Change and Innovation | 3 |

# Proposed Course Plan

## MBA Program

| YEAR                    | Semester                | Course Code                                   | Course Title  | Credits   |
|-------------------------|-------------------------|---|---|-----------|
| 1                       | 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         |
|                         | <b>Total</b>            |   |   | <b>11</b> |
|                         | II                      | BUAD 596                                      | Business Research Methods                                 | 3         |
| BUAD 602                |                         | Operations and Total Quality Management       | 3   |           |
| BUAD 603                |                         | Human Resource Management                     | 3   |           |
| BUAD (Specialization 1) |                         | Specialization Course 1                       | 3   |           |
| <b>Total</b>            |                         |   | <b>12</b>   |           |
| Inter-Semester I        | BUAD 604                | Financial Management                          | 3   |           |
|                         | BUAD 692                | Seminar in Thesis/Feasibility Study Writing   | 2   |           |
|                         | BUAD (Specialization 2) | Specialization Course 2 (Double Major Option) | 3   |           |
|                         | <b>Total</b>            |   |   | <b>8</b>  |
| YEAR                    | Semester                | Course Code                                   | Course Title  | Credits   |
| 2                       | I                       | BUAD 605                                      | Managerial Economics                                      | 3         |
|                         |                         | BUAD 606                                      | Managerial Accounting and Control                         | 3         |
|                         |                         | BUAD (Specialization 3)                       | Specialization Course 3                                   | 3         |
|                         |                         | BUAD (Specialization 4)                       | Specialization Course 4                                   | 3         |
|                         | <b>Total</b>            |   |   | <b>12</b> |
|                         | II                      | PBUAD 608                                     | Marketing Management                                      | 3         |
| BUAD 598                |                         | Philosophy of Values                          | 2   |           |
| BUAD (Specialization 5) |                         | Specialization Course 5 (Double Major Option) | 3   |           |
| BUAD (Specialization 6) |                         | Specialization Course 6 (Double Major Option) | 3   |           |
| <b>Total</b>            |                         |   | <b>11</b>   |           |
| Inter-Semester          | BUAD 690                | Written Comprehensive Examination             | 1   |           |
|                         | BUAD 693                | Thesis/Feasibility Study Writing              | 4   |           |
| <b>Total</b>            |                         |   | <b>5</b>  |           |

# MBA Bridging Courses Table

| YEAR | Semester     | Course Code  | Course Title                                 | Credits   |
|------|--------------|--------------|--|-----------|
| 1    | I            | BUAD 501     | Fundamentals of Management                   | 3         |
|      |              | BUAD 503     | Fundamentals of Accounting I                 | 4         |
|      |              | BUAD 505     | Principles of Marketing                      | 3         |
|      |              | <b>Total</b> |  |           |
|      | II           | BUAD 504     | Fundamentals of Accounting II                | 4         |
|      |              | BUAD 508     | Business Information Processing &            | 3         |
|      |              | BUAD 510     | Applications                                 | 3         |
|      |              | BUAD 512     | Production and Operations Management         | 3         |
|      |              |              | Essential Quantitative Concepts for Business |           |
|      | <b>Total</b> |              |  | <b>13</b> |

NB: the new course plan will enable students taking additional major not to spend an extra semester or year, enabling them to complete within two years

## 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 accomplish 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

**BUAD 501 Fundamentals of Management** **3 Credits**

This course acquaints graduate students with advanced concepts, theories, and principles of effective organizational management. Key topics include the nature and importance of management, social and ethical responsibilities, political environments, motivation and leadership, communication, and decision-making. The course emphasizes the management functions of planning, organizing, and leading, with applications in human resources, marketing, finance, accounting, production, and operations. Students will engage in developing business plans and conducting case analyses.

**BUAD 503 Fundamentals of Accounting I** **4 Credits**

An intensive study of basic accounting concepts and principles at the graduate level. This course covers accounting records used in the accounting cycle and the

preparation of financial statements for service, professional, and trading enterprises. Topics include cash control, receivables, accounting principles, and control of inventories, prepaid expenses, investments, plant assets, and intangibles.

#### **BUAD 504    Fundamentals of Accounting II    4 Credits**

Building upon the foundational concepts from Fundamentals of Accounting I, this graduate-level course delves into liabilities and stockholders' equity accounts. It examines partnership and corporate forms of business ownership and the associated accounting practices. The course also explores managerial accounting concepts, manufacturing accounting systems, standard costing, and mechanisms for planning, controlling, and decision-making related to capital investments.  
*Prerequisite: BUAD 503.*

#### **BUAD 505    Principles of Marketing    3 Credits**

This course offers a comprehensive survey of major marketing institutions, programs, strategies, and practices from a graduate perspective. It examines the effects of these elements on the exchange process involved in moving goods from producers to consumers. Topics include micro and macro marketing, segmentation strategies, societal impact, product development, distribution channels, promotion, and pricing strategies.

#### **BUAD 508    Introduction to Business Information Processing    3 Credits**

An exploration of computer applications in the business environment at the graduate level. The course introduces advanced computer concepts, including hardware, software, and problem-solving algorithms. It discusses information systems for various business applications and includes hands-on experience with word processing, spreadsheets, databases, programming basics, email, and internet usage relevant to business contexts.

#### **BUAD 510    Production and Operations Management    3 Credits**

Designed for graduate students, this course provides an in-depth understanding of translating product and service requirements into operational procedures and organizational structures. It covers challenges and issues faced by production and operations managers in various business settings. Topics include process planning and control, scheduling, quality management and control, facility layout and location, decision theories, game theory, queue analysis, production and inventory management, forecasting, and resource allocation techniques.

#### **BUAD 512    Essential Quantitative Concepts for Business    3 Credits**

This course equips graduate students with essential analytical methods necessary for advanced studies in economics, statistics, quantitative analysis, and finance. Topics include advanced business mathematics, such as scalar algebra, set theory, linear and quadratic equations; statistical analysis, including measures of central tendency and variability, hypothesis testing; and mathematics of finance, covering time value of money, nominal and real interest rates, compound interest, annuities, perpetuities, and net present value calculations.

# Doctor of Philosophy (PhD) in Business Administration

## FACULTY

|                      |                     |
|----------------------|---------------------|
| Ibeneme, C., PhD     | Professor           |
| Kibirango, M., PhD   | Associate Professor |
| Ong’eta, O. J., PhD  | Senior Lecturer     |
| Misoi, M., PhD       | Senior Lecturer     |
| Aunga, D., PhD       | Senior Lecturer     |
| Sang, M., PhD        | Lecturer            |
| Gitonga. N., PhD     | Lecturer            |
| Marundu, D., PhD     | Lecturer            |
| Paul Samuel, F., PhD | Professor           |

Doctor of Philosophy in Business Administration is to enable acquisition of managerial, innovative and scholarly ingenuity inspired with spiritual virtues, moral strength and integrity in business undertakings, organizational functions and financial entities. It seeks to transform business professionals by generating new knowledge and competencies that inhibit greed, corruption, unfairness, poverty and human miseries as agents and stewards of God’s creation.

## PHILOSOPHY

The Doctor of Philosophy in Business Administration operates on the University of Eastern Africa, Baraton (UEAB) 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. In this fallen state, humanity became selfish in the use of resources and competition, leading to greed, corruption, unfairness and human misery. Therefore, the Doctor of Philosophy in Business Administration is to promote professionals academically prepared and inspired with spiritual virtues, moral strength, integrating integrity in day to day novelty business undertakings, functions in organizations and financial entities as agents and stewards of God’s creation for His own glory.

## EXPECTED LEARNING OUTCOMES OF THE PROGRAM

By the end of the Doctor of Philosophy in Business Administration, graduates should be able to:

- i. Facilitate the management of human capital, material and financial resources in business organizations and enterprises;
- ii. Generate knowledge to carry out business transactions based on business and moral ethics;
- iii. Administer research to create new knowledge for solving prevailing business challenges as a foundation for better decision making towards improving products and services for better quality of life;

- iv. Forecast and predict future business-related events to address emerging issues and risk situations;
- v. Exhibit intellectual innovative ingenuity in business practice and industrial advancement;
- vi. Formulate relevant business theory from an interdisciplinary perspective;
- vii. Analyze, critique and interpret the contemporary business theories and practices.

### **EXPECTED LEARNING OUTCOMES OF THE SPECIALIZATION AREAS** **EXPECTED LEARNING OUTCOMES OF THE SPECIALIZATION IN FINANCE**

By the end of the Program, graduates of Doctor of Philosophy in Business Administration specializing in Finance, should be able to:

- i. Examine, interpret and apply financial concepts, theories and investment practices for individual and/or corporate entities;
- ii. Evaluate and interpret investment and portfolio management plans / policies for business ventures;
- iii. Analyze and interpret the relevance of current and emerging business financial theories and their application.
- iv. Analyze and evaluate scholarly research in finance and investment.
- v. Formulate financial theories to explain economic phenomena.
- vi. Design models that contribute to the creation of knowledge in the financial decision making.

### **EXPECTED LEARNING OUTCOMES OF THE SPECIALIZATION IN ACCOUNTING**

By the end of the program, graduates of Doctor of Philosophy in Business Administration specializing in Accounting, should be able to:

- i. Evaluate, analyze and interpret the performance of business enterprises;
- ii. Analyze, critique and interpret the contemporary accounting theories and practices;
- iii. Formulate, analyze and interpret the relevance of current and emerging business theories in accounting;
- iv. Design research that contribute to the creation of knowledge in the accounting theory and practice;
- v. Analyze and evaluate scholarly research in accounting theory and practice.

### **EXPECTED LEARNING OUTCOMES OF THE SPECIALIZATION IN STRATEGIC MANAGEMENT**

By the end of the Program, graduates of Doctor of Philosophy in Business Administration specializing in Strategic Management, should be able to:

- i. Formulate strategies for managing human resource, material and financial resources in business organizations and enterprises;
- ii. Craft strategic plans for business operations and practice;
- iii. Apply quantitative techniques in making viable business decisions
- iv. Analyze and interpret the relevance of current and emerging theories in management.

- v. Analyze and evaluate scholarly research in strategic management.
- vi. Design research models that contribute to the creation of knowledge in strategic planning, management, monitoring and evaluation.

### **MODE OF DELIVERY OF THE PROGRAM**

This program will be basically a face to face learning Learners will also be required to do individual and/or group assignments, presentations in seminars and reports as articulated in the course outline and as assigned by the lecturer to encourage individualized learning. An active participation of the student in search for knowledge will be expected to be undertaken and graded.

### **ADMISSION REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION**

Applicants seeking admission into a Doctor of Philosophy (PhD) in Business Administration should have a Master’s degrees in Business or its equivalent from recognized institutions of higher learning with a general Grade Point Average (GPA) of 3.00 on a four-point scale or its equivalent; and must have written a Thesis / Dissertation at master’s level.

- i. An applicant seeking admission into a degree program in Doctor of Philosophy (PhD) in Business Administration should have a Master’s degrees in Business Administration from recognized institutions of higher learning with a general Grade Point Average (GPA) of 3.00 on a four-point scale or its equivalent; and must have written a Thesis / Dissertation.
- ii. An applicant with a Master’s degree having a GPA of 2.67 to 2.99 on a 4-point scale or its equivalent may be admitted with the condition of having at least three years of work experience after graduation.

### **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 Master’s degree in Business but with no research thesis done, he/she will be admitted on “probationary” status”. His/her admission will be changed to regular status after completing prerequisites of 12 credits of which 9 credits will be for research work and 3 credits for statistics as prescribed for the Master of Business Administration UEAB bulletin 2020-2024 and as listed below:
 

|          |   |      |
|----------|---|------|
| BUAD 595 | Quantitative Models and Statistical Analysis for Business | 3 Cr |
| BUAD 596 | Business Research Methods                                 | 3 Cr |
| BUAD 692 | Seminar in Thesis/Feasibility Study Writing               | 2 Cr |
| BUAD 693 | Thesis/Feasibility Study Writing                          | 4 Cr |
  - b. An applicant whose GPA at Master’s degree was between 2.67 to 2.99 or its equivalent, with relevant courses done at the Master’s degree level, he/she

will be given “probationary” status” admission, His/her admission status will be changed to regular status after completing and passing his/her PhD first year course work with a GPA of 3.00 in the subsequent two semesters of study.

## TRANSFER OF COURSE WORK

Doctoral students can transfer up to 12 credits for course work from a recognized institution. For a student to transfer to the University of Eastern Africa, Baraton, the student needs to submit the following:

- i. Recommendation letter from the previous institution (specifically from the head of the department, the head of student affairs department and the Deputy Vice Chancellor – Academic Affairs).
- ii. Certificate of good conduct/background check from their countries.

## DURATION AND STRUCTURE OF THE PROGRAM

The Doctor of Philosophy in Business Administration will take three calendar years.

## GRADUATION REQUIREMENTS

In order to graduate with a Doctor of Philosophy in Business Administration, a candidate must:

1. Have successfully completed the required 60 credits including doctoral Thesis / Dissertation writing;
2. Have a minimum cumulative GPA of 3.0 on a 4-point scale;
3. Publish or show proof of acceptance for publication of at least two (2) articles in refereed journal(s);
4. Submit 8 bound copies of the doctoral Thesis / Dissertation in a maroon 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.

## COURSE REQUIREMENTS

### SUMMARY

| <b>Courses</b>                    | <b>Credits</b> |
|-----------------------------------|----------------|
| General Education Requirements    | 6              |
| Core Courses                      | 9              |
| Specialization Courses            | 9              |
| Research and Dissertation Writing | 36             |
| <b>Total</b>                      | <b>60</b>      |

**GENERAL EDUCATION COURSES****6 Credits**

| Course Code | Course Title                                      | Credits |
|-------------|---|---------|
| PHDP 802    | Philosophical Perspectives in Christian Education | 3       |
| PHDP 811    | Advanced Business Ethics                          | 3       |

**CORE COURSES****9 Credits**

| Course Code | Course Title                        | Credits |
|-------------|-------------------------------------|---------|
| PHDB 811    | Theory Construction and Development | 3       |
| PHDB 821    | Statistics and Data Analytics       | 3       |
| PHDP 811    | Advanced Research Methodology       | 3       |

**SPECIALIZATION COURSES****9 Credits****FINANCE**

| Course Code | Course Title                                 | Credits |
|-------------|--|---------|
| PHDF 801    | Theory in Finance                            | 3       |
| PHDF 831    | Corporate Finance                            | 3       |
| PHDF 842    | Seminar and Research in Financial Investment | 3       |

**ACCOUNTING**

|          |                                    |   |
|----------|------------------------------------|---|
| PHDA 801 | Accounting Theories                | 3 |
| PHDA 831 | Financial Reporting                | 3 |
| PHDA 812 | Seminar and Research in Accounting | 3 |

**STRATEGIC MANAGEMENT**

|          |  |   |
|----------|--|---|
| PHDM 801 | Strategic Management and Organizational Theories | 3 |
| PHDM 841 | Human Resource Behavior and Management Seminar   | 3 |
| PHDM 852 | Seminar and Research in Strategic Management     | 3 |

**RESEARCH AND DISSERTATION WRITING****36 Credits**

| Course Code | Course Title                                    | Credits |
|-------------|---|---------|
| PHDR 901    | Seminar in Research and Dissertation Writing I  | 6       |
| PHDR 902    | Seminar in Research and Dissertation Writing II | 6       |
| PHDR 911    | Dissertation Presentations and Defense I        | 12      |
| PHDR 912    | Dissertation Presentations and Defense II       | 12      |

## COURSE PLAN

### 1. SPECIALIZATION IN FINANCE

| YEAR | Semester           | Course Code | Course Title   | Credits Units |
|------|--------------------|-------------|--|---------------|
| 1    | I                  | PHDF 801    | Theories in Finance                                      | 3             |
|      |                    | PHDP 811    | Business Ethics  | 3             |
|      |                    | PHDB 821    | Statistics and Data Analytics                            | 3             |
|      |                    | PHDF 831    | Corporate Finance  | 3             |
|      | <b>Total</b>       |             |  | <b>12</b>     |
|      | II                 | PHDP 802    | Philosophical Perspectives in Christian Education        | 3             |
|      |                    | PHDB 812    | Theory Construction and Development                      | 3             |
|      |                    | PHDP 811    | Advanced Research Methodology                            | 3             |
|      |                    | PHDF 842    | Seminar and Research in Financial Investment             | 3             |
|      | <b>Total</b>       |             |  | <b>12</b>     |
| YEAR | Semester           | Course Code | Course Title   | Credits Units |
| 2    | I                  | PHDR 901    | Seminar in Research and Thesis / Dissertation Writing I  | 6             |
|      | II                 | PHDR 902    | Seminar in Research and Thesis / Dissertation Writing II | 6             |
| YEAR | Semester           | Course Code | Course Title   | Credits Units |
| 3    |                    | PHDR 911    | Thesis / Dissertation presentations and Defense I        | 12            |
|      |                    | PHDR 912    | Thesis / Dissertation presentations and Defense II       | 12            |
|      | <b>GRAND TOTAL</b> |             |  | <b>60</b>     |

## 2. SPECIALIZATION IN ACCOUNTING

| YEAR | Semester           | Course Code  | Course Title   | Credits Units |
|------|--------------------|--------------|--|---------------|
| 1    | I                  | PHDA 801     | Accounting Theories                                      | 3             |
|      |                    | PHDP 811     | Business Ethics  | 3             |
|      |                    | PHDB 821     | Statistics and Data Analytics                            | 3             |
|      |                    | PHDA 831     | Financial Reporting                                      | 3             |
|      |                    | <b>Total</b> |  |               |
|      | II                 | PHDP 802     | Philosophical Perspectives in Christian Education        | 3             |
|      |                    | PHDB 812     | Theory Construction and Development                      | 3             |
|      |                    | PHDB 832     | Advanced Research Methodology                            | 3             |
|      |                    | PHDA 842     | Seminar and Research in Accounting                       | 3             |
|      |                    | <b>Total</b> |  |               |
| YEAR | Semester           | Course Code  | Course Title   | Credits Units |
| 2    | I                  | PHDR 901     | Seminar in Research and Thesis / Dissertation Writing I  | 6             |
|      | II                 | PHDR 902     | Seminar in Research and Thesis / Dissertation Writing II | 6             |
| YEAR | Semester           | Course Code  | Course Title   | Credits Units |
| 3    | I                  | PHDR 911     | Thesis / Dissertation presentations and Defense I        | 12            |
|      | II                 | PHDR 912     | Thesis / Dissertation presentations and Defense II       | 12            |
|      | <b>GRAND TOTAL</b> |              |  | <b>60</b>     |

### 3. SPECIALIZATION IN STRATEGIC MANAGEMENT

| YEAR | Semester           | Course Code | Course Title  | Credits Units |
|------|--------------------|-------------|---|---------------|
| 1    | I                  | PHDM 801    | Strategic Management and Organizational Theories          | 3             |
|      |                    | PHDP 811    | Business Ethics   | 3             |
|      |                    | PHDB 821    | Statistics and Data Analytics                             | 3             |
|      |                    | PHDM 841    | Human Resource Behavior and Management                    | 3             |
|      | <b>Total</b>       |             |   | <b>12</b>     |
|      | II                 | PHDP 802    | Philosophical Perspectives in Christian Education         | 3             |
|      |                    | PHDB 812    | Theory Construction and Development                       | 3             |
|      |                    | PHDP 811    | Advanced Research Methodology                             | 3             |
|      |                    | PHDM 852    | Seminar and Research in Strategic Management              | 3             |
|      | <b>Total</b>       |             |   | <b>12</b>     |
| YEAR | Semester           | Course Code | Course Title  | Credits Units |
| 2    | I                  | PHDR 901    | Seminar in Research and Thesis / Dissertation Writing I   | 6             |
|      | II                 | PHDR 902    | PSeminar in Research and Thesis / Dissertation Writing II | 6             |
| YEAR | Semester           | Course Code | Course Title  | Credits Units |
| 3    | I                  | PHDR 911    | Thesis / Dissertation presentations and Defense I         | 12            |
|      | II                 | PHDR 912    | Thesis / Dissertation presentations and Defense II        | 12            |
|      | <b>GRAND TOTAL</b> |             |   | <b>60</b>     |

## COURSE DESCRIPTIONS

### **PHDP 811 Business Ethics**

**3 Credits**

Philosophical foundations of contemporary ethical issues in governing organizations; 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 business 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.

### **PHDP 802 Philosophical Perspectives in Christian Education**

**3 Credits**

The purpose of this course is to discuss an in-depth a critical comparison of secular educational philosophies with the Adventist educational worldview as expressed in the writings of Ellen White and the beliefs of Seventh –day Adventist church; opportunities problems, phenomena which are outgrowths of the distinctive philosophy and unique structure of both SDA church and its educational system; historical and philosophical issues; the growth and development 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.

### **PHDB 812 Theory Construction and Development**

**3 Credits**

The purpose of this course is to familiarize students with the particulars of developing theories, appreciating their practical contributions in identifying knowledge gaps and in developing attractive research objectives, questions or prepositions for various studies. Drawing from existing research papers, the course is intended to integrate various research approaches that emphasize the importance of theorizing and explore the process of theory construction in making scientific or scholarly contribution models useful conducting various studies. Through this course, the learners will be able to discover and integrate biblical perspective which can enhance theoretical and practical contributions.

### **PHDB 821 Statistics and Data Analytics**

**3 Credits**

The aim of this course is to impart advanced statistical techniques that are commonly used in research and in business related disciplines. The end result is to ensure that students are well equipped with empirical research skills. The course aims at facilitating rigorous research study designs and gradually explores various aspects of applicable statistical analysis and econometric techniques. It is premised on the fact that study designs applied in research generates various data types which in



will read assigned research articles, critique them, integrate biblical principles in discussions, review literature, and produce a publishable research paper, which they will defend in class. Integrating biblical perspectives, philosophies, and values in addressing real-world financial investment challenges through research is emphasized. Students will also be guided on how to develop research designs intended to tackle financial investment demands consistent with Christian teachings. This approach is intended to enable learners apply research philosophies that contribute to the existing academic knowledge required to address required financial investment effectively; while reflecting Christian values.

(Note: The Biblical perspective aspect is equivalent to 1 credit hour out of the 3 Credits).

### **PHDA 801 Accounting Theories**

**3 Credits**

This course is intended to investigate the fundamental accounting theories, highlighting the ethical dimensions rooted in Biblical principles. The course will enable students to grasp the theoretical foundations that underpin accounting studies which advances principles of accounting, as well as the practical application of accounting theories to address real-world accounting problems. Learners will be guided through the importance of integrating ethical considerations based on Biblical philosophies to inspire a sense of fairness, integrity, and truthfulness in accounting practices, which aligns with the philosophical underpinnings of accounting principles that emphasize ethics, morals, and the pursuit of biblical truth.

### **PHDA 831 Financial Reporting**

**3Credits**

The purpose of this course is to expand students' knowledge on selected advanced financial reporting topics that would enable them to contribute to academic and professional development. The course will help learners to discuss key issues that affect advanced financial reporting; including integrate biblical perspectives to enhance accountability to stakeholders considering the impact of financial reporting practices to the entire community.

### **PHDA 842 Seminar and Research in Accounting**

**3 Credits**

The purpose of this course is to equip learners with familiarity of accounting research designs, methods and Philosophies, emphasizing, empirical findings aligned with biblical research inquiries on accounting challenges. Learners will read assigned research articles, critique them, integrate biblical principles in discussions, review literature, and produce a publishable research paper, which they will defend in class. Integrating biblical perspectives, philosophies, and values in addressing real-world problems through research is emphasized. Students will also be guided on how to develop research designs intended to tackle societal needs consistent with Christian teachings. This approach is intended to enable learners apply research philosophies that contribute to the existing academic knowledge required to address societal issues effectively; while reflecting Christian values.

(Note: The Biblical perspective aspect is equivalent to 1 credit hour out of the 3 Credits).

### **PHDM 801 Strategic Management and Organizational Theories 3 Credits**

This course is intended to expose the students to the analysis of concepts and application of strategic thinking, formulation, implementation, and control of strategy. Additionally, the course introduces the organizational theories that back up every step of the strategic management process so as to enable the students to acquire an in-depth understanding of the theories underpinning strategic management as a body of knowledge. The course further evaluates the existing strategic management models and theories as they apply to various dynamic contexts.

### **PHDM 842 Human Resource Behavior and Management 3 Credits**

This course aims to provide the significance of innovative human resources management practices, including the characteristic work arrangements and high-performance work systems, in fostering employee engagement and organizational commitment. Additionally, it addresses the impact of poor working relationships, limited career progression opportunities, and job search behaviour on organizational outcomes. Other interest to human resources managers such as employee safety and health, labour relations, Christ centred Human resources planning, and international human resources are discussed.

### **PHDB 801 Strategic Management and Organizational Theories 3 Credits**

This course is intended to expose the students to the analysis of concepts and application of strategic thinking, formulation, implementation, and control of strategy. Additionally, the course introduces the organizational theories that back up every step of the strategic management process so as to enable the students to acquire an in-depth understanding of the theories underpinning strategic management as a body of knowledge. The course further evaluates the existing strategic management models and theories as they apply to various dynamic contexts.

### **PHDM 841 Human Resource Behaviour and Management Seminar 3 Credits**

This course aims to provide the significance of innovative human resources management practices, including the characteristic work arrangements and high-performance work systems, in fostering employee engagement and organizational commitment. Additionally, it addresses the impact of poor working relationships, limited career progression opportunities, and job search behaviour on organizational outcomes. Other interest to human resources managers such as employee safety and health, labour relations, Christ centred Human resources planning, and international human resources are discussed.

### **PHDM 852 Seminar and Research in Strategic Management 3 Credits**

The purpose of this course is to equip learners with familiarity of Strategic Management research designs, methods and Philosophies, emphasizing, empirical findings aligned with biblical research inquiries on accounting challenges. Learners will read assigned research articles, critique them, integrate biblical principles in discussions, review literature, and produce a publishable research paper, which they will defend in class. Integrating biblical perspectives, philosophies, and values in addressing strategic management real-world problems through research is emphasized. Students will also be guided on how to develop research designs intended to tackle societal needs

consistent with Christian teachings. This approach is intended to enable learners apply research philosophies that contribute to the existing academic knowledge required to address societal issues effectively; while reflecting Christian values. (Note: The Biblical perspective aspect is equivalent to 1 credit hour out of the 3 Credits).

### **PHDR 801 Seminar in Research and Thesis / Dissertation Writing I      6 Credits**

This course is intended to practically guide PhD students through the process of developing and writing a Business Research Proposal. Students will be guided on how to apply critical thinking, conceptualization, and contextualization to develop captivating studies. You will also learn how to review existing literature and apply appropriate methodology for a given study. This will provide an opportunity for you to engage with real-world problems and enhance scholarly competencies, leading to the presentation and submission of an acceptable Business Research Proposal. In addition to the traditional research methodologies, this course will also integrate a Biblical perspective aspect by encouraging students to consider how Christian philosophies and values can inform and shape their research. This approach will enable you to develop research proposals that not only contribute to academic knowledge but also align with Christian principles and address societal issues in a manner consistent with Biblical teachings.

(NB: The Biblical perspective aspect is equivalent to 1 credit hour out of the 6 Credits).

### **PHDR 902 Seminar in Research and Thesis / Dissertation Writing II      6 Credits**

This course is intended to practically guide PhD students through the process of piloting and pretesting proposed and or adjusted study instrument(s) through examining their validity and reliability; and identify the relevant study design and methodological challenges within the proposed approach. This is geared towards modifying the developed instrument for the main study.

### **PHDR 911 Thesis / Dissertation presentations and Defense I      12 Credits**

This course is intended to practically guide PhD students on how to generate a well-prepared, systematically data collection approach, analysis, and measured outcome interpretation; Students are tasked to justify their chosen techniques, effectively present and defend their research findings, while upholding ethical standards based on Biblical philosophies towards engaging in continuous life-long learning and scholarly growth.

### **PHDR 912 Thesis / Dissertation presentations and Defense II      12 Credits**

This course is intended to practically guide PhD students in Business Administration on how to discuss the study findings, address the knowledge gap and specify how the findings contribute to the society as a whole. Provide research-based recommendations, presenting tested models and generate philosophical point of view (Thesis / Dissertation). Students will be guided on scholarly writing principles and how to publish in peer review journals.



# SCHOOL OF EDUCATION, HUMANITIES & SOCIAL SCIENCES

PROGRAMS:  
MASTER OF EDUCATION (MED)  
DOCTOR OF PHILOSOPHY (PHD) IN EDUCATION



# Master of Education

## FACULTY

|                    |                     |
|--------------------|---------------------|
| Amimo, C., PhD     | Associate Professor |
| Ayiemba, J, PhD    | Lecturer            |
| Kamundi, S., PhD   | Senior Lecturer     |
| Kesis, R., PhD     | Associate Professor |
| Kinuthia B., PhD   | Senior Lecturer     |
| Marundu, Dorcas    | Lecturer            |
| Meto, Elizabeth    | Lecturer            |
| Odek, S., PhD      | Senior Lecturer     |
| Ojwang', M., PhD   | Associate Professor |
| Petronilla, M. PhD | Senior 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.

### **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.

## COURSE REQUIREMENTS

### SUMMARY

| Courses            | Credits   |
|--------------------|-----------|
| Foundation Courses | 14        |
| Core Courses       | 21        |
| Electives          | 3         |
| Comprehensive Exam | 1         |
| Thesis Writing     | 6         |
| <b>Total</b>       | <b>45</b> |

#### FOUNDATION COURSES 14 Credits

| Course Code | Course Title                      | Credits |
|-------------|-----------------------------------|---------|
| 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 Credits

| Course Code | Course Title              | Credits |
|-------------|---------------------------|---------|
| EDUC 790    | Comprehensive Examination | 1       |

#### THESIS WRITING 6 Credits

| Course Code | Course Title                | Credits |
|-------------|-----------------------------|---------|
| EDRS 796    | Seminar in Research Writing | 2       |
| ED RS 799   | Thesis Writing              | 4       |

#### OPTION 1: EDUCATIONAL ADMINISTRATION

##### Core Courses 21 Credits

| Course Code | Course Title                            | Credits |
|-------------|---|---------|
| 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 Credits**

| Course Code | Course Title                                 | Credits |
|-------------|--|---------|
| 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 Credits**

| Course Code | Course Title  | Credits |
|-------------|---|---------|
| 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 Credits**

|          |  |   |
|----------|--|---|
| 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 |
| EDPO 790 | Sociology of Education                       | 3 |

## COURSE PLANS

| YEAR                             | Session                  | Course Code           | Course Title                      | Credits   |
|----------------------------------|--------------------------|-----------------------|-----------------------------------|-----------|
| 1                                | I<br>(August - December) | EDFO 610              | Philosophy of Education           | 3         |
|                                  |                          | EDRE 705              | Christian Ethics                  | 2         |
|                                  |                          | EDRS 702              | Statistics Applied to Education   | 3         |
|                                  |                          | EDTE/<br>EDAD         | Core Course 1                     | 3         |
|                                  | <b>Total</b>             |                       |                                   | <b>11</b> |
|                                  | II<br>(January - April)  | EDRS 704              | Educational Research Methods      | 3         |
| EDTE/<br>EDAD                    |                          | Core Course 2 & 3 & 4 | 9                                 |           |
| <b>Total</b>                     |                          |                       | <b>12</b>                         |           |
| YEAR                             | Session                  | Course Code           | Course Title                      | Credits   |
| 2                                | I<br>(August - December) | EDFO 615              | Philosophy of Christian Education | 3         |
|                                  |                          | EDTE/EDAD             | Core Course 5, 6 & 7              | 9         |
|                                  |                          | <b>Total</b>          |                                   |           |
|                                  | II<br>(January - April)  | EDTE/EDAD             | Elective                          | 3         |
|                                  |                          | EDUC 790              | Comprehensive Examination         | 1         |
|                                  |                          | EDRS 796              | Seminar in Research Writing       | 2         |
| <b>Total</b>                     |                          |                       | <b>11</b>                         |           |
| Inter-Semester<br>(April - July) |                          | EDUC 799              | Thesis Writing                    | 4         |
|                                  |                          | <b>TOTAL</b>          |                                   |           |
| <b>GRADUATION</b>                |                          |                       |                                   |           |

## 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 leadership 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 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 Kierkegaard, Jean Paul Sartre, Fredrick W. Nietzsche, Karl Heinrich Marx, Julius Nyerere, Kwame Nkrumah, 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, George 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: The selection of teachers, their qualifications, preparations, personality development, professional ethics, commitment to service, voice and movements; The role of communication in instruction; Instructional technology: Theoretical foundations of Instructional technology; Technological resources- Audio-visual Aids- (Text and print -the textbooks, the library, reference materials, Audio, Video) 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; 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 of 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 offered to students who have 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%).

# Doctor of Philosophy (PhD) in Education

## FACULTY

|                    |                     |
|--------------------|---------------------|
| Amimo, C., PhD     | Associate Professor |
| Ayiemba, J, PhD    | Lecturer            |
| Kamundi, S., PhD   | Senior Lecturer     |
| Kesis, R., PhD     | Associate Professor |
| Kinuthia B., PhD   | Senior Lecturer     |
| Marundu, Dorcas    | Lecturer            |
| Meto, Elizabeth    | Lecturer            |
| Odek, S., PhD      | Senior Lecturer     |
| Ojwang', M., PhD   | Associate Professor |
| Petronilla, M. PhD | Senior 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 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. 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.

## COURSE REQUIREMENTS

### SUMMARY

| Courses                    | Credits   |
|----------------------------|-----------|
| Religion Requirements      | 6         |
| Core Courses               | 12        |
| Specialization             | 12        |
| Independent Research Paper | 3         |
| Comprehensive examinations | 2         |
| Doctoral Thesis Writing    | 30        |
| <b>Total</b>               | <b>65</b> |

#### RELIGION REQUIREMENTS

**6 Credits**

| Course Code | Course Title                                      | Credits |
|-------------|---|---------|
| EDRE 805    | Advanced Christian Ethics                         | 3       |
| EDRE 812    | Philosophical Perspectives in Adventist Education | 3       |

#### CORE COURSES

**12 Credits**

| Course Code | Course Title  | Credits |
|-------------|---|---------|
| 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 Credits**

| Course Code | Course Title               | Credits |
|-------------|----------------------------|---------|
| EDUC 890    | Comprehensive Examinations | 2       |

#### DOCTORAL THESIS

**33 Credits**

| Course Code | Course Title               | Credits |
|-------------|----------------------------|---------|
| EDRS 835    | Independent Research paper | 3       |

|          |                         |    |
|----------|-------------------------|----|
| EDRS 897 | Dissertation Writing I  | 10 |
| EDRS 898 | Dissertation Writing II | 20 |

## SPECIALIZATIONS

12 Credits

### Educational Administration

| Course Code | Course Title   | Credits |
|-------------|--|---------|
| 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       |

## SPECIALIZATIONS

12 Credits

### Curriculum and Teaching

| Course Code | Course Title  | Credits |
|-------------|---|---------|
| 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 PLANS

| YEAR                             | Session                  | Course Code  | Course Title  | Credits |
|----------------------------------|--------------------------|--|---|---------|
| 1                                | I<br>(August - December) | EDRE 805   | Advanced Christian Ethics   | 3       |
|                                  |                          | EDRS 804   | Statistical Data Management and Analysis                          | 2       |
|                                  |                          | EDTE/EDAD  | Specialization 1  | 3       |
|                                  |                          | <b>Total</b>   |   |         |
|                                  | II<br>(January - April)  | EDRS 812   | Advanced Statistics in Education                                  | 3       |
|                                  |                          | EDRE 812   | Philosophical Perspectives in Adventist Education                 | 3       |
| EDRS 824                         |                          | Quantitative and Qualitative Research Methods in Education | 3   |         |
| <b>Total</b>                     |                          |  | <b>9</b>  |         |
| YEAR                             | Session                  | Course Code  | Course Title  | Credits |
| 2                                | I<br>(August - December) | EDRS 835   | Independent Research Paper  | 3       |
|                                  |                          | EDTE/EDAD  | Specialization 2  | 3       |
|                                  |                          | EDTE 830   | Modern Trends in Higher Education and Quality Assurance Standards | 2       |
|                                  |                          | <b>Total</b>   |   |         |
|                                  | II<br>(January - April)  | EDTE/EDAD  | Specialization 3  | 3       |
|                                  |                          | EDTE/EDAD  | Specialization 4  | 3       |
| EDTE 831                         |                          | Monitoring and Evaluation                                  | 2   |         |
| <b>Total</b>                     |                          |  | <b>8</b>  |         |
| Inter-Semester<br>(April - July) |                          | EDUC 890   | Comprehensive Examination   | 2       |
|                                  |                          | <b>TOTAL</b>   |   |         |
| YEAR                             | Session                  | Course Code  | Course Title  | Credits |
| 3                                | I<br>(August- December)  | EDRS 897   | Dissertation Writing I  | 10      |
|                                  | II<br>(January - April)  | EDRS 898   | Dissertation Writing II   | 20      |
| <b>GRADUATION</b>                |                          |  |   |         |

## 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: McGragor's Theory X, McGragor'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.

### **EDAD 810 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-put devices, processing devices, out-put 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%).



# SCHOOL OF NURSING AND HEALTH SCIENCES

PROGRAMS:

MASTER OF GLOBAL HEALTH (MGH)

MASTER OF PUBLIC HEALTH (MPH)

MASTER OF SCIENCE IN NURSING (MScN) – COMMUNITY HEALTH



# Master of Public Health

## FACULTY

|                          |                     |
|--------------------------|---------------------|
| Jackson, M.M., PhD       | Professor           |
| Ndiku, H., DrPH          | Associate Professor |
| Poornima, R., PhD        | Senior Lecturer     |
| Villagomez, L. DrPH, PhD | Lecturer            |
| Gracelyn, F., PhD        | Senior Lecturer     |
| Rabach, O., PhD          | Associate Professor |
| Ramesh, F., PhD          | 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

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.

## ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements for graduate studies, the

1. Applicant must be a holder of a Bachelor's degree in allied sciences from a recognized college or university.
2. Provide evidence of adequate undergraduate preparation in the proposed field of graduate study.
3. Applicants who do not have a health and sciences related subjects background is required to take the following courses:

| <b>Courses</b> |                              | <b>Credits</b> |
|----------------|------------------------------|----------------|
| BIOL 510       | Human Anatomy and Physiology | 4              |
| CLSC 520       | Medical Microbiology         | 3              |
| CLSC 550       | Medical Parasitology         | 3              |
| CHEM 530       | Organic Biochemistry         | 4              |
|                | <b>Total</b>                 | <b>14</b>      |

4. 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.

## 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. Assess, evaluate, and analyze public health concerns and issues.
2. Apply measures to prevent and control, communicable and lifestyle diseases.
3. Demonstrate the relationship between environmental factors and community health.
4. Develop remediation for environmental health problems and implement, monitor, and evaluate public health programs.
5. Demonstrate the need for continuing health education in communities.
6. Manage public health system, projects and programs at local, county, national, regional, and global levels.
7. Demonstrate the ability to apply principles of leadership, policy development, program management in the planning, implementation and evaluation of health programs for individuals and populations.
8. Address behavioral, social and cultural factors that impact individual and population health and health disparities over the life course.
9. Promote moral values at work place.
10. Conduct and publish research to provide effective disease prevention and control strategies.

## ORGANIZATION OF THE PROGRAM

The MPH program requires Fifty-one to Fifty-four (51-54) credits for all specialization options. This is structured to be completed for two calendar years (4 semesters and one inter-semester) on full time basis and four calendar years on part time.

## GRADUATION REQUIREMENTS

The minimum requirements for the Master of Public Health are:

1. Complete minimum of 51 -54 semester credit hours for the program .
2. Maintain average cumulative GPA of 3.0 for all graduate courses.
3. Completed and defended the research thesis
4. Proof of acceptance for publication of at least one (1) article in refereed journal(s)
5. Passed the Comprehensive examination.

## COURSE REQUIREMENTS

### SUMMARY

| <b>Courses</b>                      | <b>Credits</b> |
|-------------------------------------|----------------|
| Religion Requirements               | 3              |
| Core Courses                        | 27             |
| Concentration/Specialization        | 12-15          |
| Research Methods and Thesis Writing | 8              |
| Comprehensive Examination           | 1              |
| <b>Total</b>                        | <b>51-54</b>   |

**CORE COURSES****27 Credits**

| Course Code | Course Title  | Credits |
|-------------|---|---------|
| ENVH 621    | Principles of Environmental Health and Occupational Health and Safety | 3       |
| PHEP 641    | Principles of Epidemiology  | 3       |
| PHST 600    | Biostatistics in Health Sciences                                      | 3       |
| PHNU 671    | Public Health Nutrition   | 3       |
| PUPH 610    | Principles of Public Health   | 3       |
| PUBH 620    | Principles of Health Behaviour and Promotion                          | 3       |
| PUBH 602    | Primary Health Care   | 3       |
| PUBH 712    | Health Program Planning and Evaluation                                | 3       |
| PHMN 771    | Health Service Management   | 3       |

**RESEARCH****8 Credits**

| Course Code | Course Title                | Credits |
|-------------|-----------------------------|---------|
| PUBR 691    | Research Methods            | 3       |
| PUBR 699    | Seminar in Research Writing | 1       |
| PUBR 791    | Thesis Writing              | 4       |

**RELIGION****3 Credits**

| Course Code | Course Title                | Credits |
|-------------|-----------------------------|---------|
| PHRE 674    | Christian Ethics and Health | 3       |

**COMPREHENSIVE EXAMINATION****1 Credit**

| Course Code | Course Title              | Credits |
|-------------|---------------------------|---------|
| PUBH 795    | Comprehensive Examination | 1       |

**GENERALIST AND HEALTH PROMOTION OPTION COURSES****12 Credits**

| Course Code | Course Title                             | Credits |
|-------------|--|---------|
| PUBH 630    | Prevention of Communicable Diseases      | 3       |
| PUBH 612    | Preventive Aspects of Lifestyle Diseases | 3       |
| PHHR 681    | Health Records and Information Systems   | 3       |
| PUBH 701    | Maternal and Child Health Care           | 3       |

**EPIDEMIOLOGY AND DISEASE CONTROL OPTION COURSES****14 Credits**

| Course Code | Course Title                                      | Credits |
|-------------|---|---------|
| PHEP 651    | Epidemiology of Communicable Diseases and Control | 3       |
| PHEP 652    | Epidemiology of Lifestyle Diseases and Control    | 3       |
| PHEP 740    | Application of Epidemiologic Methods              | 3       |
| PHEP 732    | Disease Surveillance and Outbreak Investigation   | 2       |
| PHHR 681    | Health Records and Information Systems            | 3       |

**INTERNATIONAL HEALTH OPTION COURSES****15 Credits**

| <b>Course Code</b> | <b>Course Title</b>                      | <b>Credits</b> |
|--------------------|--|----------------|
| PHHG 710           | Conflict and Crisis Management           | 3              |
| PHHG 720           | Disaster Preparedness and Management     | 3              |
| PHHG 700           | Fundamentals of Global Health            | 3              |
| PUBH 630           | Prevention of Communicable Diseases      | 3              |
| PUBH 612           | Preventive Aspects of Lifestyle Diseases | 3              |

**ENVIRONMENTAL HEALTH OPTION COURSES****19 Credits**

| <b>Course Code</b> | <b>Course Title</b>                       | <b>Credits</b> |
|--------------------|---|----------------|
| ENVH 630           | Environmental Epidemiology and Toxicology | 3              |
| ENVH 790           | Environmental Risk and Impact Assessment  | 2              |
| ENVH 730           | Pollution Monitoring and Control          | 2              |
| ENVH 710           | Water and Food Quality Control Systems    | 3              |
| ENVH 760           | Built Environment and Health              | 3              |
| ENVH 780           | Occupational Health, Safety and Hygiene   | 3              |
| PHEP 670           | Epidemiology of Environmental Diseases    | 3              |

**COMMUNITY NUTRITION OPTION COURSES****15 Credits**

| <b>Course Code</b> | <b>Course Title</b>                         | <b>Credits</b> |
|--------------------|---|----------------|
| PHNU 700           | Community Nutrition                         | 3              |
| PHNU 710           | Anthropology of Nutrition                   | 3              |
| PHEP 770           | Epidemiology of Nutrition -Related Diseases | 3              |
| PUBH 701           | Maternal and Child Health Care              | 3              |
| PHNU 760           | Nutrition in Emergencies and Food Security  | 3              |

# COURSE PLAN

## GENERALIST AND HEALTH PROMOTION OPTION (51 credits)

| YEAR  | Semester     | Course Code  | Course Title  | Credits   |
|---|--------------|--------------|---|-----------|
| 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 | 3         |
|   |              | <b>Total</b> |   |           |
|   | II           | PHST 600     | Biostatistics in Health Sciences                                      | 3         |
|   |              | PHNU 671     | Public Health Nutrition   | 3         |
|   |              | PHRE 674     | Christian Ethics and Health   | 3         |
|   |              | PUBR 691     | Research Methods  | 3         |
|   | <b>Total</b> |              |   | <b>12</b> |
| <b>Inter-Semester</b>   |              | PUBR 699     | Seminar in Research Writing   | 1         |
|   |              | PHMN 771     | Health Service Management   | 3         |
|   |              | PUBH 612     | Preventive Aspects of Lifestyle Diseases                              | 3         |
|   |              | <b>Total</b> |   |           |
| YEAR  | Semester     | Course Code  | Course Title  | Credits   |
| 2   | I            | PUBH 602     | Primary Health Care   | 3         |
|   |              | PUBH 630     | Prevention of Communicable Diseases                                   | 3         |
|   |              | PUBH 712     | Health Program Planning and Evaluation                                | 3         |
|   |              | PUBH 701     | Maternal and Child Health Care  | 3         |
|   | <b>Total</b> |              |   | <b>7</b>  |
|   | II           | PUBH 795     | Comprehensive Examination   | 1         |
|   |              | PHHR 681     | Health Records and Information Systems                                | 3         |
|   |              | PUBR 791     | Thesis Writing  | 4         |
| <b>Total</b>  |              |              | <b>7</b>  |           |
| <b>Total Credits (Generalist and Health Promotion Option)</b> |              |              |   | <b>51</b> |
| <b>GRADUATION</b>   |              |              |   |           |

## EPIDEMIOLOGIST AND DISEASE CONTROL OPTION (53 credits)

| YEAR   | Semester     | Course Code  | Course Title  | Credits   |
|--|--------------|--------------|---|-----------|
| 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 | 3         |
|  |              | <b>Total</b> |   |           |
|  | II           | PHST 600     | Biostatistics in Health Sciences                                      | 3         |
|  |              | PHNU 671     | Public Health Nutrition   | 3         |
|  |              | PHRE 674     | Christian Ethics and Health   | 3         |
|  |              | PUBR 691     | Research Methods  | 3         |
|  | <b>Total</b> |              |   | <b>12</b> |
| Inter-Semester   |              | PUBR 699     | Seminar in Research Writing   | 1         |
|  |              | PHMN 771     | Health Service Management   | 3         |
|  |              | PHEP 652     | Epidemiology of Lifestyle Diseases                                    | 3         |
|  |              | <b>Total</b> |   |           |
| YEAR   | Semester     | Course Code  | Course Title  | Credits   |
| 2  | I            | PUBH 602     | Primary Health Care   | 3         |
|  |              | PHEP 651     | Epidemiology of Communicable Diseases and Control                     | 3         |
|  |              | PUBH 701     | Health Program Planning and Evaluation                                | 3         |
|  |              | PHEH 732     | Disease Surveillance and Outbreak Investigation                       | 2         |
|  |              | <b>Total</b> |   |           |
|  | II           | PUBH 795     | Comprehensive Examination   | 1         |
|  |              | PUBH 712     | Application of Epidemiologic Methods                                  | 3         |
|  |              | PHHR 681     | Health Records and Information Systems                                | 3         |
|  |              | PUBR 791     | Thesis Writing  | 4         |
|  | <b>Total</b> |              |   | <b>11</b> |
| <b>Total Credits (Epidemiology and Disease Control Option)</b> |              |              |   | <b>53</b> |
| <b>GRADUATION</b>  |              |              |   |           |

## INTERNATIONAL HEALTH OPTION (53 Credits)

| YEAR   | Semester     | Course Code  | Course Title  | Credits   |
|--|--------------|--------------|---|-----------|
| 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 | 3         |
|  |              | <b>Total</b> |   |           |
|  | II           | PHST 600     | Biostatistics in Health Sciences                                      | 3         |
|  |              | PHNU 671     | Public Health Nutrition   | 3         |
|  |              | PHRE 674     | Christian Ethics and Health   | 3         |
|  |              | PUBR 691     | Research Methods  | 3         |
|  | <b>Total</b> |              |   | <b>12</b> |
| Inter-Semester                                       |              | PUBR 699     | Seminar in Research Writing   | 1         |
|  |              | PHMN 771     | Health Service Management   | 3         |
|  |              | PUBH 612     | Preventive Aspects of Lifestyle Diseases                              | 3         |
|  |              | <b>Total</b> |   |           |
| YEAR   | Semester     | Course Code  | Course Title  | Credits   |
| 2  | I            | PUBH 602     | Primary Health Care   | 3         |
|  |              | PUBH 630     | Prevention of Communicable Diseases                                   | 3         |
|  |              | PUBH 701     | Health Program Planning and Evaluation                                | 3         |
|  |              | PHHG 700     | Fundamentals of Global Health   | 3         |
|  |              | <b>Total</b> |   |           |
|  | II           | PUBH 795     | Comprehensive Examination   | 1         |
|  |              | PHHC 710     | Conflict and Crisis Management  | 3         |
|  |              | PHHG 720     | Disaster Preparedness and Management                                  | 2         |
|  |              | PUBR 791     | Thesis Writing  | 4         |
|  | <b>Total</b> |              |   | <b>10</b> |
| <b>Total Credits (International Health - Option)</b> |              |              |   | <b>53</b> |
| <b>GRADUATION</b>                                    |              |              |   |           |

## ENVIRONMENTAL HEALTH OPTION (53 Credits)

| YEAR   | Semester     | Course Code                              | Course Title  | Credits   |
|--|--------------|--|---|-----------|
| 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 | 3         |
|  | <b>Total</b> |  |   | <b>12</b> |
|  | II           | PHST 600                                 | Biostatistics in Health Sciences                                      | 3         |
| ENVH 710   |              | Water and Food Quality Control Systems   | 3   |           |
| PHRE 674   |              | Christian Ethics and Health              | 3   |           |
| PUBR 691   |              | Research Methods                         | 3   |           |
| <b>Total</b>                                       |              |  | <b>12</b>   |           |
| <b>Inter-Semester</b>                              |              | PUBR 699                                 | Seminar in Research Writing   | 1         |
|  |              | PHMN 771                                 | Health Service Management   | 3         |
|  |              | ENVH 630                                 | Environmental Epidemiology and Toxicology                             | 3         |
|  |              | <b>Total</b>                             |   |           |
| YEAR   | Semester     | Course Code                              | Course Title  | Credits   |
| 2  | I            | ENVH 720                                 | Built Environment and Health  | 3         |
|  |              | PHEP 670                                 | Epidemiology of Environmental Diseases                                | 3         |
|  |              | PUBH 701                                 | Health Program Planning and Evaluation                                | 3         |
|  |              | ENVH 730                                 | Pollution Monitoring and Control                                      | 3         |
|  | <b>Total</b> |  |   | <b>12</b> |
|  | II           | PUBH 795                                 | Comprehensive Examination   | 1         |
| ENVH 790   |              | Environmental Risk and Impact Assessment | 2   |           |
| ENVH 780   |              | Occupational Health, Safety and Hygiene  | 3   |           |
| PUBR 791   |              | Thesis Writing                           | 4   |           |
| <b>Total</b>                                       |              |  | <b>10</b>   |           |
| <b>Total Credits (Environmental Health Option)</b> |              |  |   | <b>53</b> |
| <b>GRADUATION</b>                                  |              |  |   |           |

## COMMUNITY NUTRITION OPTION (54 Credits)

| YEAR  | Semester     | Course Code  | Course Title  | Credits   |
|---|--------------|--------------|---|-----------|
| 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 | 3         |
|   |              | <b>Total</b> |   |           |
|   | II           | PHST 600     | Biostatistics in Health Sciences                                      | 3         |
|   |              | PHNU 671     | Public Health Nutrition   | 3         |
|   |              | PHRE 674     | Christian Ethics and Health   | 3         |
|   |              | PUBR 691     | Research Methods  | 3         |
|   | <b>Total</b> |              |   | <b>12</b> |
| <b>Inter-Semester</b>                               |              | PUBR 699     | Seminar in Research Writing   | 1         |
|   |              | PHMN 771     | Health Service Management   | 3         |
|   |              | PHEP 770     | Epidemiology of Nutrition-Related Diseases                            | 3         |
|   |              | <b>Total</b> |   |           |
| YEAR  | Semester     | Course Code  | Course Title  | Credits   |
| 2   | I            | PUBH 602     | Primary Health Care   | 3         |
|   |              | PUBH 701     | Maternal and Child Health Care  | 3         |
|   |              | PUBH 701     | Health Program Planning and Evaluation                                | 3         |
|   |              | PHNU 700     | Community Nutrition   | 3         |
|   |              | <b>Total</b> |   |           |
|   | II           | PHNU 710     | Anthropology of Nutrition   | 3         |
|   |              | PHNU 740     | Nutrition in Emergencies and Food Security                            | 3         |
|   |              | PUBH795      | Comprehensive Examination   | 1         |
|   |              | PUBR 791     | Thesis Writing  | 4         |
|   | <b>Total</b> |              |   | <b>11</b> |
| <b>Total Credits (Community Nutrition – Option)</b> |              |              |   | <b>54</b> |
| <b>GRADUATION</b>                                   |              |              |   |           |

## COURSE DESCRIPTIONS

### **BIOL 510 Human Anatomy and Physiology 4 Credits**

The course gives an overview on 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 course 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 course covers classification and characteristics of micro-organisms, viruses, bacteria, fungi, protozoa, helminths, 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 course covers 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 helminths. 2 lecture hours and 1 three-hour laboratory each week.

### **ENVH 621 Principles of Environmental Health, Occupational Health and Safety 3 Credits**

The course is designed to examine the relationships of environmental and occupational health problems to human health. It provides knowledge on environmental principles; and environmental issues facing developed, developing and underdeveloped countries; risks assessment and its avoidance; stress reduction, prevention of disease and promotion of healthful environments through environmental risk assessments and 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.

### **ENVH 630 Environmental Epidemiology and Toxicology** **3 Credits**

The purpose of the course is to provide knowledge and skills to students enable develop skills in in identifying, assessing, and managing the risks posed by environmental hazards to human and ecological health.

### **ENVH 710 Water and Food Quality Control Systems** **3 Credits**

The purpose of the course is to enable the students to develop competencies and skills in water and food quality control to ensure safe supply of water and food for human consumption. The students be able to critically review procedures, processes and systems used in water sampling and testing of various water sources and food items and premises in relation to safe usage by populations.

### **ENVH 730 Pollution Monitoring and Control** **2 Credits**

The purpose of the course is to provide students with advanced knowledge and practical skills necessary to assess, manage, mitigate, and prevent environmental pollution to safeguard human health and ecosystems.

### **ENVH 760 Built Environment and Health** **3 Credits**

The purpose of this course is to develop skills and competency on how to analyze and design healthier living spaces by connecting urban planning and design with public health principles. The student will be able to acquire knowledge and skills on how to assess and mitigate environmental health risks in the built environment, understand the relationship between design and health outcomes, and develop solutions for creating sustainable and healthy communities.

### **ENVH 780 Occupational Health, Safety and Hygiene** **3 Credits**

The purpose of the course is to enable the students develop competencies and skills to prevent harm and promote well-being in the workplace. This includes the ability to anticipate, recognize, and control health hazards, manage safety and hygiene in various settings, and lead in fields like industry, government, or consulting. The curriculum focuses on applying this knowledge in a multidisciplinary way to protect worker health and safeguard the public.

### **ENVH 790 Environmental Risk and Impact Assessment** **2 Credits**

The purpose of this course is to enable students acquire knowledge and skills on how to predict and evaluate the potential effects of development projects on human health and the environment. The students will learn to identify risks, develop mitigation strategies, ensure regulatory compliance, and integrate health and environmental considerations into decision-making for sustainable development. This course provides the advanced skills needed for specialized roles in environmental and public health sectors.

### **PHEP 641 Principles of Epidemiology 3 Credits**

This course introduces students to the theoretical and practical concepts of epidemiology and its fundamental role in public health research and practice. Topics include the scope and core functions of epidemiology, study designs, measures of disease frequency and association, and methods for investigating disease outbreaks. Students will learn how to make causal inferences, conduct public health surveillance, interpret epidemiologic literature, and apply Geographic Information Systems (GIS) for disease mapping. Emphasis is placed on critical thinking and practical application of epidemiologic methods in public health decision-making.

### **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, its application, in the prevention and control of communicable Diseases of Public health importance.

### **PHEP 652 Epidemiology of Lifestyle Diseases and Control 3 Credits**

This course 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 investigation, prevention, diseases investigation and control programs. The student will gain skills on outbreak surveillance, investigation, control and assessment on level of effectiveness of surveillance systems for outbreak investigations.

### **PHEP 740 Application of Epidemiologic Methods 3 Credits**

The purpose of this course is to enable students acquire skills and knowledge on the epidemiologic issues in various public health disciplines. The disciplines include; maternal and child health, occupational epidemiology, nutritional epidemiology, environmental epidemiology. The student will be able to apply the knowledge and skills of these various disciplines of epidemiology in the design, implementation and evaluation of various public health programs.

### **PHEP 750 Epidemiology of Nutrition-Related Diseases 3 Credits**

The purpose of the course is to provide knowledge and skills on the role of nutrition on human health and disease at the population, individual and cellular level. The student will be able to analyse the causes of various diseases that are nutrition related and design nutrition related prevention and control strategies.

### **PHEP 760 Epidemiology of Environmental Diseases**

**3 Credits**

The purpose of the course is to provide knowledge and skills on how to investigate the link between environmental exposures (like pollution, toxins, and climate change) and human health outcomes. This knowledge equips future public health professionals to identify, quantify, and ultimately manage the health impacts of environmental factors to inform policy and improve public health through evidence-based interventions.

### **PHHG 700 Fundamentals of Global Health**

**3 Credits**

The purpose of the course to provide students with a foundational understanding of global health challenges from an interdisciplinary and transdisciplinary perspective. The course equips them with core competencies and knowledge to assess global health issues, prepare for professional practice in organizations that work for health equity, and build the necessary skills to address issues such as health disparities and global threats.

### **PHHG 710 Conflict and Crisis Management**

**3 Credits**

The purpose of the course provide knowledge and skills that will enable the students to effectively prepare for, respond to, and mitigate the health impacts of complex humanitarian emergencies, disease outbreaks, natural disasters, and social conflicts.

### **PHHG 720 Disaster Preparedness and Management**

**3 Credits**

The purpose of the course is to enable the students to develop competencies and skills to manage the health consequences of disasters, including risk assessment, emergency planning, and public health response in complex humanitarian settings. It help to prepare students to work in national or international organizations to mitigate the impact of crises on human health, from prevention and response to recovery.

### **PHHR 681 Health Records and Information Systems**

**3 Credits**

The purpose of this course is to enable participants explore contemporary issues in health records and information systems management. This ranges from critical issues in health care management, which include organization of healthcare systems, components and operations of healthcare organizations including e-health delivery and professional related ethical issues to health information systems, planning, management and application of computer systems in health care. This course also provides an overview of healthcare information systems with emphasis on current health issues and industry pressures pushing modernization and increased sophistication in healthcare computing. Further, the participants will explore a number of issues and forces driving changes in healthcare Information Technology (IT).

### **PHMN 771 Health Service Management**

**3 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 course focuses on 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 broader 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.

### **PHNU 700 Community Nutrition 3 Credits**

The purpose of the course is to enable the students to develop competencies and skills to assess, plan, implement, and evaluate nutrition programs to improve the health of population through evidence based nutrition strategies. The student will gain an understanding on nutrition's role in public health, analyzing community-level nutritional problems, designing and managing interventions, and advocating for policies that address malnutrition, food security, and non-communicable diseases.

### **PHNU 710 Anthropology of Nutrition 3 Credits**

The purpose of the course is to provide knowledge and skills on the holistic, biocultural understanding of food and nutrition, enabling them to design and implement effective, culturally sensitive public health interventions.

### **PHNU 760 Nutrition in Emergencies and Food Security 3 Credits**

The purpose of the course is to enable the students develop competencies and skills to assess, design, implement, and evaluate effective nutrition interventions during crises. This includes understanding the causes and consequences of malnutrition in emergency settings, managing food distribution, addressing the needs of vulnerable populations, and integrating nutrition responses into broader emergency strategies. Ultimately, the goal is to save lives, protect health, and build resilience by ensuring food security in the face of disaster.

### **PHRE 674 Christian Ethics and 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 600 Biostatistics in Health Sciences**

**3 Credits**

This course focuses on the application of biostatistical methods in health research and practice. Students will develop knowledge and skills in data management, statistical analysis, and interpretation of results using statistical software packages such as SPSS (Statistical Package for Social Scientists) and other public health statistical tools. Emphasis is placed on using statistical evidence to inform health decisions, research findings, and policy development

### **PUBH 701 Maternal and Child Health Care**

**3 Credits**

The course is to enable the student study the role of nutrition during pregnancy, lactation, infancy and early childhood, focusing on both short and long term outcomes. The course will focus on maternal health, child health, prenatal and postnatal nutrition in pregnancy, growth and monitoring of children and appropriate feeding in HIV infection for the mother and the child.

### **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**

**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 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 Behaviour and 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 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 students taking the other options except the Epidemiology option. 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.

### **PUBH 795 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 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, refine them and be able to defend their possible thesis titles as part of the course requirement.

**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 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 guide student to defend the final thesis and manuscript. 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 Global Health

## FACULTY

|                          |                     |
|--------------------------|---------------------|
| Ndiku, H., DrPH          | Associate Professor |
| Poornima, R., PhD        | Senior Lecturer     |
| Villagomez, L. DrPH, PhD | Lecturer            |
| Gracelyn, F., PhD        | Senior Lecturer     |
| Rabach, O., PhD          | Associate Professor |
| Ramesh, F., PhD          | 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.

## ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements for graduate studies, the

1. Hold a Bachelor's degree in health sciences, pure and applied sciences, or humanities and social sciences from a recognized university.
2. 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.

## EXPECTED LEARNING OUTCOMES

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

1. Demonstrate comprehensive knowledge on 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, collaborate with global health professionals 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.
5. Statistically analyze and interpret global health systems and situations impacting on the environment and communities in the global arena.
6. Undertake research on indicators of global health in order to create relevant knowledge and solutions to health challenges.
7. Formulate and implement health policies.
8. Serve as global health officers, consultants and educators in the governance and implementation of environmental, global health research and disaster situations.

9. Design strategies geared towards preserving environment for healthful living.
10. Provide support for social, psychological and spiritual needs in disease, emergency and disastrous situations.

## ORGANIZATION OF THE PROGRAM

The Master of Global Health program requires Fifty -four (54) credits. This is structured to be completed for two calendar years (4 semesters and one inter-semester) on full time basis and four calendar years on part time.

## GRADUATION REQUIREMENTS

The minimum requirements for the Master of Global Health are:

1. Complete minimum of 54 semester credit hours for the program .
2. Maintain average cumulative GPA of 3.0 for all graduate courses.
3. Completed and defended the research thesis
4. Proof of acceptance for publication of at least one (1) article in refereed journal(s)
5. Passed the Comprehensive examination.

## COURSE REQUIREMENTS

### SUMMARY

|                                     |           |
|-------------------------------------|-----------|
| Religion Requirements               | 3         |
| Core Courses                        | 24        |
| Concentration/Specialization        | 21        |
| Research Methods and Thesis Writing | 8         |
| Comprehensive Examination           | 1         |
| <b>Total</b>                        | <b>54</b> |

### CORE COURSES

**27 Credits**

| Course Code | Course Title  | Credits |
|-------------|---|---------|
| ENVH 621    | Principles of Environmental Health and Occupational Health and Safety | 3       |
| PHEP 641    | Principles of Epidemiology  | 3       |
| PHST 600    | Biostatistics in Health Sciences                                      | 3       |
| PHNU 671    | Public Health Nutrition   | 3       |
| PUBH 630    | Prevention of Communicable Diseases                                   | 3       |
| PUBH 612    | Preventive Aspects of Lifestyle Diseases                              | 3       |
| PHMN 771    | Health Service Management   | 3       |
| PUBH 712    | Health Program Planning and Evaluation                                | 3       |

**RESEARCH AND THESIS WRITING****27 Credits**

| <b>Course Code</b> | <b>Course Title</b>         | <b>Credits</b> |
|--------------------|-----------------------------|----------------|
| GHRP 640           | Research Methods            | 3              |
| GHRP 660           | Seminar in Research Writing | 1              |
| GHRP 670           | Thesis Writing              | 4              |
| GHMT 714           | Thesis Study II             | 4              |

**RELIGION****3 Credits**

| <b>Course Code</b> | <b>Course Title</b>         | <b>Credits</b> |
|--------------------|-----------------------------|----------------|
| PHRE 674           | Christian Ethics and Health | 3              |

**COMPREHENSIVE EXAMINATION****1 Credits**

| <b>Course Code</b> | <b>Course Title</b>       | <b>Credits</b> |
|--------------------|---------------------------|----------------|
| GHCE 730           | Comprehensive Examination | 1              |

**SPECIALIZATION COURSES****18 Credits**

| <b>Course Code</b> | <b>Course Title</b>                             | <b>Credits</b> |
|--------------------|---|----------------|
| GHCF 611           | Fundamentals of Global Health                   | 3              |
| GHPA 617           | Global Health Policies and Actors               | 3              |
| GHED 620           | Emergency, Disaster Preparedness and Management | 3              |
| GHCG 712           | Crises, Globalization and Health Care           | 3              |
| GHEH 722           | Conflict resolution                             | 3              |
| GHEV 623           | Global Health Ethics and Values                 | 3              |

**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

### MASTER OF GLOBAL HEALTH ( 54 Credits)

| YEAR   | Semester | Course Code  | Course Title  | Credits   |
|--|----------|--------------|---|-----------|
| 1  | I        | GHCF 611     | Fundamentals of Global Health   | 3         |
|  |          | PHEP 641     | Principles of Epidemiology  | 3         |
|  |          | ENVH 621     | Principles of Environmental Health and Occupational Health and Safety | 3         |
|  |          | GHCG 712     | Crises, Globalization and Health Care                                 | 3         |
|  |          | <b>Total</b> |   |           |
|  | II       | PHST 600     | Biostatistics in Health Sciences                                      | 3         |
|  |          | PHNU 671     | Public Health Nutrition   | 3         |
|  |          | GHRP 640     | Research Methods  | 3         |
|  |          | PHRE 674     | Christian Ethics and Health   | 3         |
|  |          | <b>Total</b> |   |           |
| <b>Inter-Semester</b>                        |          | GHRP 660     | Seminar in Research Writing   | 1         |
|  |          | PHMN 771     | Health Service Management   | 3         |
|  |          | PUBH 612     | Preventive Aspects of Lifestyle Disease                               | 3         |
|  |          | <b>Total</b> |   |           |
| YEAR   | Semester | Course Code  | Course Title  | Credits   |
| 2  | I        | PUBH 630     | Prevention of Communicable Diseases                                   | 3         |
|  |          | PUBH 701     | Health Program Planning and Evaluation                                | 3         |
|  |          | GHPA 617     | Global Health Policies and Actors                                     | 3         |
|  |          | GHEH 722     | Conflict Resolution   | 3         |
|  |          | <b>Total</b> |   |           |
|  | II       | GHED 620     | Emergency- Disaster Preparedness and Management                       | 3         |
|  |          | GHEV 623     | Global Health Ethics and Values                                       | 3         |
|  |          | GHCE 730     | Comprehensive Examination   | 1         |
|  |          | GHRP 670     | Thesis Writing  | 4         |
|  |          | <b>Total</b> |   |           |
| <b>Total for the Master of Global Health</b> |          |              |   | <b>54</b> |
| <b>GRADUATION</b>                            |          |              |   |           |

## COURSE DESCRIPTIONS

### **ENVH 621 Principles of Environmental Health, Occupational Health and Safety** **3 Credits**

The course is designed to examine the relationships of environmental and occupational health problems to human health. It provides knowledge on environmental principles; and environmental issues facing developed, developing and underdeveloped countries; risks assessment and its avoidance; stress reduction, prevention of disease and promotion of healthful environments through environmental risk assessments and 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 both at local, national and international levels.

### **PHEP 641 Principles of Epidemiology** **3 Credits**

This course introduces students to the theoretical and practical concepts of epidemiology and its fundamental role in public health research and practice. Topics include the scope and core functions of epidemiology, study designs, measures of disease frequency and association, and methods for investigating disease outbreaks. Students will learn how to make causal inferences, conduct public health surveillance, interpret epidemiologic literature, and apply Geographic Information Systems (GIS) for disease mapping. Emphasis is placed on critical thinking and practical application of epidemiologic methods in public health decision-making.

### **PHMN 771 Health Service Management** **3 Credits**

This course is designed to enable students acquire principles of managing health services, administration and leadership within the health services organizations. 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 course focuses on 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 broader 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 674 Christian Ethics and Health****3 Credits**

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

**PHST 600 Biostatistics in Health Sciences****3 Credits**

This course focuses on the application of biostatistical methods in health research and practice. Students will develop knowledge and skills in data management, statistical analysis, and interpretation of results using statistical software packages such as SPSS (Statistical Package for Social Scientists) and other public health statistical tools. Emphasis is placed on using statistical evidence to inform health decisions, research findings, and policy development.

**PUBH 612 Preventive Aspects of Lifestyle 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 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 630 Prevention of Communicable Diseases****3 Credits**

This is a course designed for the students taking the other options except the Epidemiology option. 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.

### **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.

### **GHRP 640 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 health sciences, including problem identification, proposal development, hypothesis testing, and the literature review process. It enables the students to develop their research thesis ideas, refine them and be able to defend their possible thesis titles as part of the course requirement.

### **GHRP 660 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.

### **GHRP 670 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 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. In this course the student is guided on writing and presenting a final research thesis. The students are expected to collect data, perform data analysis and interpretation; write and present a scientific research thesis, oral and written assessment of students' thesis. The student is also expected to public at least 1 article from the thesis work before being allowed to graduate.

### **GHCG 712 Crises, Globalization and Health** **3 Credits**

The purpose of this course is to equip students with knowledge and skills in critical examination of the conditions, experiences, and effects of global health crises within the context of intensifying globalization. The student will be able analyze factors behind global interdependence and development, and future prospects by using theories of globalization and global interdependence. The course will scrutinize major health crises, such as pandemics (e.g., COVID-19, HIV/AIDS, Ebola), humanitarian emergencies, and the health effects of economic crises. The course will also evaluate the underlying drivers of globalization such as travel, trade, digital connectivity and the global landscape of health crises due to climate change, armed conflict, food insecurity and economic volatility and their synergistic impacts on health and health systems.

### **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 globally. The course covers the major concepts, historical context and multidisciplinary approaches to global health challenges; the principles and practices

of global health. . The course will enable students to critically examine the link between global health outcomes and factors like political economy, globalization and development, health systems and specific global health issues both as infectious and non-communicable diseases.

### **GHCR 723 Conflict Resolution**

**3 Credits**

This course equips the student with knowledge and practical skills required to analyze, manage and resolve conflicts common in global health work. The students will learn to navigate disputes arising from competing resource priorities, power imbalances, cultural differences, ethical dilemmas in complex and high-stake environments. The course will emphasize negotiation, mediation, communication strategies as essential tools for building consensus, fostering collaboration and ensuring the effective and ethical implementation of health programs in fragile, conflict affected and multicultural settings.

### **GHED 620 Emergency, Disaster Preparedness and Management**

**3 Credits**

This purpose of this course is to equip students with knowledge in skills to enable them effectively to prepare for, respond to and recover from public health emergencies and large-scale disasters. The course will emphasize the systematic approach to managing health threats in complex, high stress and resource -constrained environments. The course will provide knowledge on the factors and conditions that lead to emergencies that could lead to disasters in populations. The student will be able to acquire skills in identification of potential disasters, preparation for disasters, disasters mitigation and disaster response processes and disaster prevention and management through the project management cycle. The course will focus on 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 disasters and Evaluation of emergency response and debriefing.

### **GHEV 623 Global Health Ethics and Value**

**3 Credits**

The purpose of this course is to assist students in examining the ethical dilemmas in global health, implementation of global health services; on emerging issues like pandemics with key focus on health equity, resource allocation, human subjects research, cultural / religious influences on global health care. The student will acquire knowledge on the Ethics of humanitarian aid: Code of Conduct in humanitarian act and the Legal basis of humanitarian action which based on justice, humility, respect, beneficence, non-maleficence, autonomy, in cross-cultural settings. The students will also critically review the foundational and emerging ethical frameworks used to analyze issues of power, privilege and justice.

### **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. The student will be conversant with health policies at national level – their formulation, implementation and funding and their relationship to

global health policies – formulation, funding and implementation. The course will also examine the cluster approach in international humanitarian response; international humanitarian actors on field and humanitarian actors in interagency cooperation. The students will also provide knowledge on how to assess the effectiveness of global health initiatives and the role of power dynamics in the funding and implementation. The course will enable the student understand the operations the main international organizations and their roles in the field of global health like – multilateral -WHO, UNICEF, The world Bank, the FAO among others; the bilateral agencies, philanthropic foundations;, non-governmental organizations and public -private partnerships.

# Master of Science in Nursing

## FACULTY

|                           |                 |
|---------------------------|-----------------|
| Poornima R., PhD          | Senior Lecturer |
| Villagomez, L., DrPh, PhD | Lecturer        |
| Gracelyn R., PhD          | Senior Lecturer |
| Ramesh, F., PhD           | Professor       |
| Bakker, D., PhD           | Lecturer        |
| Njeru, M., PhD            | (Adjunct)       |
| Nyangena, E. PhD          | (Adjunct)       |
| Kaniaru, D. PhD           | (Adjunct)       |
| Peter, M., 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.

## PHILOSOPHY

The University is founded upon the principles of Christian education and service held by the Seventh-Day Adventist Church, which owns and operates the school. Christian service as a goal in life is emphasized. Preparation for service-centered vocations and professions which contribute to the betterment of society are a key focus for programmes of study offered. Students of all ages are guided to develop intellectual curiosity, engage in reflective thought and maintain as intense desire to reach their highest level of professional skill. The University seeks to provide opportunities for discovering knowledge that is relevant to Christian life by instruction based on a rich church heritage, currently available information and research results extending into the future.

## VISION

The vision of the university of Eastern Africa, Baraton (UEAB) is to be a leading university for East and Central Africa and beyond, for producing highly knowledgeable and skilled professionals equipped with moral and spiritual virtues.

## MISSION

The mission of UEAB is the provision and advancement of a Wholistic Christian quality education for students of all ages with the aim of equipping them with the necessary skills for service for God and humanity.

## ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements for graduate studies, the

1. Applicants must hold a Bachelor's Degree in Nursing from a recognized higher educational institution.
2. Valid practice license from the Nursing Council of Kenya or eligible for registration as a nurse in Kenya, if trained outside the country.
3. A minimum of two years of professional experience as a nurse is required.
4. The minimum GPA requirement for a BScN program is either 2.5 or 3.0 GPA.

## EXPECTED LEARNING OUTCOMES

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

1. Show competency in providing evidence-based, nursing community skills.
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 the health problems of the community and intervene appropriately.
5. Utilize expertise in nursing knowledge to support advocacy, policy development and health care system.
6. Provide direct care using the nursing process, educate clients, act as referral resource for the community.
7. Provide leadership and management in health institutions and community settings.

## ORGANIZATION OF THE PROGRAM

The MScN program is structured to be completed over four semesters, with one inter-semester, or within two academic years. During the first year, students focus on completing biomedical and nursing science courses, while in the second year, they engage in clinical practice and research projects.

## 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 which include presentations, case studies, literature reviews, consultations report, physical examinations, assignments, research critics, quizzes and written papers.

### End-of Term/Semester Assessment

Each course/module, except NRS 706: Research Project, will have a 3-hour written final examination for 50% of the course grade and a practical examination for courses that requires practicum. Instead of a research project examination, the students will produce a research thesis and a publishable article at the end of the research project.

### Practical Assessment

NRS 700 Community Health Nursing Practicum requires 600 hours of clinical practice in outpatient or community health facilities, supervised by clinicians. This entails utilizing the nursing process for a minimum of 20 adults and 10 children per institution, with documentation recorded per institution in a logbook. Further practical assessment details can be found in the course outlines.

### Research Project

The MScN program requirements include the 5-credit course NRS 709: Research project. At the end of the course, students will do an oral defense and submit a bounded thesis 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 hours of clinical practice.
4. Proof of acceptance for publication of at least one (1) article in refereed journal(s)
5. Complete a research thesis
6. Apply for graduation on the prescribed form

## COURSE REQUIREMENTS

### SUMMARY OF COURSES

|                           | Credits   |
|---------------------------|-----------|
| Foundation courses        | 6         |
| Research courses          | 9         |
| Religion                  | 2         |
| Major Concentration       | 28        |
| Comprehensive Examination | 1         |
| <b>Total</b>              | <b>46</b> |

### FOUNDATION COURSES

**6 Credits**

| Course Code | Course Title                  | Credits |
|-------------|-------------------------------|---------|
| NRS 614     | Advanced Pharmacotherapeutics | 3       |
| NRS 618     | Advanced Human Physiology     | 3       |

### RESEARCH COURSES

**9 Credits**

| Course Code | Course Title             | Credits |
|-------------|--------------------------|---------|
| NRS 616     | Nursing Research Methods | 3       |
| NRS 707     | Seminar in Research      | 1       |
| NRS 709     | Research Project         | 5       |

### RELIGION

**2 Credits**

| Course Code | Course Title        | Credits |
|-------------|---------------------|---------|
| REL 705     | Christian Bioethics | 2       |

### MAJOR CONCENTRATION

**28 Credits**

| Course Code | Course Title                                   | Credits |
|-------------|--|---------|
| NRS 619     | Pathophysiology                                | 3       |
| NRS 620     | Communicable and Non-Communicable Diseases     | 3       |
| NRS 626     | Nursing Leadership and Management              | 3       |
| NRS 629     | Health Measurements and Informatics            | 3       |
| NRS 636     | Professional Development and Advanced Practice | 4       |
| NRS 648     | Advanced Community Health Nursing              | 4       |
| NRS 700     | Community Health Nursing Practicum             | 8       |

**COMPREHENSIVE EXAMINATION****1 Credits**

| Course Code | Course Title                      | Credits |
|-------------|-----------------------------------|---------|
| NRSG 701    | Written Comprehensive Examination | 1       |

**COURSE PLANS**

| YEAR                  | Semester          | Course Code                                    | Course Title                                     | Credits  |
|-----------------------|-------------------|--|--|----------|
| <b>1</b>              | <b>I</b>          | NRSG 614                                       | Advanced Pharmacotherapeutics                    | 3        |
|                       |                   | NRSG 618                                       | Advanced Human Physiology                        | 3        |
|                       |                   | NRSG 629                                       | Health Measurements and Informatics              | 3        |
|                       |                   | RELT 705                                       | Christian Bioethics                              | 2        |
|                       |                   | <b>Total</b>                                   |  |          |
|                       | <b>II</b>         | NRSG 616                                       | Nursing Research Methods                         | 3        |
|                       |                   | NRSG 619                                       | Pathophysiology                                  | 3        |
|                       |                   | NRSG 620                                       | Communicable and Non-Communicable Diseases       | 3        |
|                       |                   | NRSG 626                                       | Nursing Leadership and Management                | 3        |
|                       |                   | <b>Total</b>                                   |  |          |
| <b>Inter-Semester</b> | NRSG 636          | Professional Development and Advanced Practice | 4  |          |
|                       | NRSG 707          | Seminar in Research                            | 1  |          |
|                       | <b>Total</b>      |  |  | <b>5</b> |
| <b>2</b>              | <b>I</b>          | NRSG 648                                       | Advanced Community Health Nursing and Assessment | 4        |
|                       |                   | NRSG 700                                       | Community Health Nursing Practicum               | 8        |
|                       |                   | <b>Total</b>                                   |  |          |
|                       | <b>II</b>         | NRSG 701                                       | Written Comprehensive Examination                | 1        |
|                       |                   | NRSG 709                                       | Research Project                                 | 5        |
|                       |                   | <b>Total</b>                                   |  |          |
|                       | <b>GRADUATION</b> |  |  |          |

## COURSE DESCRIPTIONS

### **NRSG 614    Advanced Pharmacotherapeutics**

**3 Credits**

The students will acquire comprehensive knowledge and skills in medication management to ensure safe and effective practice. The curriculum covers fundamental principles of drug action, including pharmacokinetics and pharmacodynamics, as well as specialized considerations for drug use in specific populations such as children, the elderly, and pregnant individuals. Students will delve into various classes of medications, including antiretroviral, antibiotics, antifungals, and anesthetics (both local and general), as well as analgesics like NSAIDs and opioids. Additionally, the course explores medications used to treat conditions affecting different physiological systems, including cardiovascular, respiratory, autonomic nervous system, endocrine, gastrointestinal, genitourinary, musculoskeletal, and integumentary systems. Through this course, students will develop the expertise necessary for safe and competent medication management in clinical practice.

### **NRSG 616    Nursing Research Methods**

**3 Credits**

The course explores the principles and techniques of the research process. The students develop systematic, broad and scientific knowledge and skills in research that are necessary for contributing to the body of nursing knowledge; and to critically evaluate nursing research and determine its value to the discipline of nursing. The students develop research skills to enable them utilize research findings in their academic and experiential work. It includes selected statistical concepts and data collection and analysis procedures; and community survey techniques. This course also guides student in developing their research interest and to successfully defend their title.

### **NRSG 618    Advanced Human Physiology**

**3 Credits**

The course provides advanced knowledge and skills in human physiology essential for clinical judgment and nursing diagnosis. Topics include cell anatomy and physiology, membrane structure, osmosis, body fluids, autonomic nervous system, blood composition, coagulation, immune system, heart and blood vessels, lung function, kidney anatomy, acid-base balance, gastrointestinal physiology, endocrine regulation, bone and skin function, spinal cord and brain physiology, cerebrospinal fluid dynamics, sensory and motor systems, special senses, and higher brain functions.

### **NRSG 619    Pathophysiology**

**3 Credits**

This course provides an in-depth understanding of common diseases encountered in community health practice. Topics include cellular adaptation and injury, inflammation (acute and chronic), arthritis, nutritional disorders (Marasmus, Kwashiorkor, scurvy), endocrine disorders (diabetes mellitus, infertility causes, hyperthyroidism), cardiovascular disorders (hypertension, congestive cardiac failure, rheumatic heart disease, cerebrovascular accident), hematologic disorders

(anemias, leukemia), respiratory disorders (asthma, pneumonia, bronchitis, tuberculosis), communicable diseases (amoebiasis, helminths, malaria, fungal infections), and genitourinary disorders (Moniliasis, Gonorrhoea, Syphilis, Trichomonas vaginitis, Chlamydia).

### **NRSG 620 Communicable and Non-Communicable Diseases 3 Credits**

The course is designed to enable students to gain advanced knowledge on communicable and non-communicable diseases and effective strategies for its prevention and management. The course is also to learn about the principles of infectious disease epidemiology, chronic and lifestyle diseases current treatment and prevention; and its outcome to the public health-- locally, nationally and internationally in different populations. *Pre-requisite: NRSG 619 - Pathophysiology.*

### **NRSG 626 Nursing Leadership and Management 3 Credits**

This course focuses on developing leadership skills and knowledge crucial for effective healthcare management and strategic planning. Topics covered include management theories (scientific, bureaucratic, human relations, systems approach, contingency), management functions (planning, organizing, communication, controlling, directing, staffing, budgeting, leadership, supervision, decision-making, delegation, program evaluation), organizational theory, organizational development and change management, strategic planning, government planning processes, hospital organization, efficiency and productivity in healthcare, resource utilization and control, program management principles, analysis of national and international health programs, health policy formulation and implementation, healthcare standards, health financing (government roles, user fees, health insurance), Health Management Organizations (HMOs) and curriculum planning.

### **NRSG 629 Health Measurements and Informatics 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. It emphasizes on the importance of health information crucial role in all aspects of community health nursing including planning, targeting, implementing and evaluating health interventions. This course enables students to develop skills in analyzing various sources of health information and to make appropriate interpretation using knowledge from epidemiology, demography and biostatistics. In addition, the students will be guided to appreciate the role of information technology to educate the public and application of relevant computer software to analyze health care data and current medical research.

### **NRSG 636 Professional Development and Advanced Practice 4 Credits**

This course prepares students to excel as advanced nursing practice specialists. Topics include the contextual development of specialist practice, legal and ethical considerations, nursing profession evolution, scope of practice, theories and philosophies in clinical specialization, ethical analysis, self-development through reflection and mentorship, team development and leadership, advocacy, quality enhancement, policy development, community partnership, evidence-based practice,





# SCHOOL OF SCIENCE AND TECHNOLOGY

PROGRAMS:  
MASTER OF SCIENCE IN BIOLOGICAL SCIENCES (MSc)



# Master of Science in Biological Sciences

## FACULTY

|                         |                 |
|-------------------------|-----------------|
| Ramesh, F., PhD         | Professor       |
| Paul Samuel, F., PhD    | Professor       |
| Wahonya, P., PhD        | Senior Lecturer |
| Gracelyn, F., PhD       | Senior Lecturer |
| Oteng'o Antony, O., PhD | Lecturer        |
| Mutai, P., PhD          | Lecturer        |

## 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.

## 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.

## 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.

## 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.

Applicants from a closely related discipline but have not done some core Biology courses in their bachelor's degree shall be required to take bridging courses as advised by the Department Chairperson and the Department Graduate Program Coordinator, before joining the program. They shall be given provisional admission subject to passing the bridging courses (score at least B-(minus)) upon which they will be admitted into the program.

## 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.

## COURSE REQUIREMENTS

### SUMMARY

| Courses               | Credits   |
|-----------------------|-----------|
| Core Courses          | 19        |
| Concentration Courses | 18        |
| Thesis Work           | 7         |
| Comprehensive Exam    | 1         |
| <b>Total</b>          | <b>45</b> |

### CORE COURSES

**19 Credits**

| Course Code | Course Title                                     | Credits |
|-------------|--|---------|
| BIOL 643    | Biosafety and Biosecurity                        | 3       |
| BIOL 644    | Methods in Biotechnology and Genetic Engineering | 3       |
| BIOL 646    | Genomics and Bioinformatics                      | 3       |
| BIOL 648    | Bioinstrumentation and Analytical Techniques     | 3       |
| BIOL 675    | Philosophical Issues in Biology                  | 2       |
| BIOL 685    | Advanced Biostatistics and Experimental Design   | 3       |
| BIOL 610    | Biblical Revelations and Scientific Knowledge    | 2       |

### OPTIONS

Must choose 6 courses totaling 18 credits

#### OPTION 1, BIOMEDICAL SCIENCES

Students in this option must take BIOL 606 Medical Parasitology and any others to make 18

### CONCENTRATION COURSES

**18 Credits**

| Course Code | Course Title         | Credits |
|-------------|----------------------|---------|
| BIOL 606    | Medical Parasitology | 3       |
| BIOL 665    | Medical Microbiology | 3       |

|          |                                 |   |
|----------|---------------------------------|---|
| BIOL 667 | Advanced Immunology             | 3 |
| BIOL 669 | Hematology                      | 3 |
| BIOL 670 | Pharmacology and Pharmacognocny | 3 |
| BIOL 671 | Advanced Physiology             | 3 |
| BIOL 672 | Biochemistry                    | 3 |
| ZOOL 639 | Advanced Developmental Biology  | 3 |

## OPTION 2, CONSERVATION BIOLOGY

Students in this option must take BIOL 640 Conservation Ecology and any others to make 18 credits

### CONCENTRATION COURSES

**18 Credits**

| Course Code | Course Title                         | Credits |
|-------------|--------------------------------------|---------|
| BIOL 607    | Applications of GIS in Life Sciences | 3       |
| 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       |

### THESIS WORK

**7 Credits**

| Course Code | Course Title              | Credits |
|-------------|---------------------------|---------|
| BIOL 686    | Graduate Research Methods | 2       |
| BIOL 688    | Graduate Research Seminar | 1       |
| BIOL 699    | Thesis                    | 4       |

### COMPREHENSIVE EXAMINATION

**1 Credits**

| Course Code | Course Title              | Credits |
|-------------|---------------------------|---------|
| BIOL 690    | Comprehensive Examination | 1       |

## COURSE PLAN

| YEAR              | Semester     | Course Code                           | Course Title                                     | Credits   |
|-------------------|--------------|---------------------------------------|--|-----------|
| 1                 | I            | BIOL 643                              | Biosafety and Biosecurity                        | 3         |
|                   |              | BIOL 644                              | Methods in Biotechnology and Genetic Engineering | 3         |
|                   |              | BIOL 646                              | Genomics and Bioinformatics                      | 3         |
|                   |              | BIOL 675                              | Philosophical Issues in Biology                  | 2         |
|                   | <b>Total</b> |                                       |  | <b>11</b> |
|                   | II           | RELT 610                              | Biblical Revelations and Scientific Knowledge    | 2         |
|                   |              | BIOL 648                              | Bioinstrumentation and Analytical Techniques     | 3         |
|                   |              | BIOL 685                              | Advanced Biostatistics and Experimental Design   | 3         |
|                   |              | BIOL/ZOOL                             | Option 1 (Biomed) OR 2 (Conservation)            | 3         |
|                   | <b>Total</b> |                                       |  | <b>11</b> |
| Inter-Semester    | BIOL 686     | Graduate Research Methods             | 2  |           |
|                   | BIOL/ZOOL    | Option 1 (Biomed) OR 2 (Conservation) | 3  |           |
|                   | <b>Total</b> |                                       |  | <b>5</b>  |
| YEAR              | Semester     | Course Code                           | Course Title                                     | Credits   |
| 2                 | I            | BIOL 688                              | Graduate Research Seminar                        | 1         |
|                   |              | BIOL/ZOOL                             | Option 1 (Biomed) OR 2 (Conservation)            | 3         |
|                   |              | BIOL/ZOOL                             | Option 1 (Biomed) OR 2 (Conservation)            | 3         |
|                   | <b>Total</b> |                                       |  | <b>7</b>  |
|                   | II           | BIOL/ZOOL                             | Option 1 (Biomed) OR 2 (Conservation)            | 3         |
|                   |              | BIOL/ZOOL                             | Option 1 (Biomed) OR 2 (Conservation)            | 3         |
|                   |              | BIOL 690                              | Comprehensive Examination                        | 1         |
|                   | <b>Total</b> |                                       |  | <b>7</b>  |
| Inter-Semester    | BIOL 699     | Thesis                                | 4  |           |
|                   | <b>Total</b> |                                       |  | <b>4</b>  |
| <b>GRADUATION</b> |              |                                       |  |           |

## COURSE DESCRIPTIONS

### **BIOL 501 Cell and Molecular Biology**

**4 Credits**

This is a course designed for students admitted to the MSc. Biological Sciences program and have no background training in Biology as a course in their undergraduate. The student is provided with an in-depth background in all areas of Information from biochemistry, biophysics, electron microscopy and molecular biology are integrated to present the cell as a functional unit. Topics covered include plasma membrane organization, membrane transport, nerve and muscle physiology, mechanisms of hormone action, bioenergetics, metabolism, cytoskeleton, nucleic acid structure and function, DNA replication, transcription, translation, mutations and DNA repair mechanisms, regulation of gene expression and recombinant DNA technology. Techniques used in cell biology include electrophoresis, chromatography, centrifugation, microscopy, western blot, PCR and ELISA. The course entails three lecture hours and one three-hour laboratory each week.

### **BIOL 502 Genetics**

**4 Credits**

This is a course designed for students admitted to the MSc. Biological Sciences program and have no background training in Genetics as a course in their undergraduate. The student is provided with an in-depth background in all areas of classical/Mendelian genetics. Specific topics include Mendelian genetics, chromosome theory of inheritance, chromosome mapping, gene and chromosome mutations, human genetics, population and evolutionary genetics. Problem solving is emphasized. The laboratory deals with probability theory and statistics (as related to genetics) problem-solving and techniques of molecular genetics. Three lecture hours and one three-hour laboratory each week.

### **BIOL 510 Human Anatomy and Physiology**

**4 Credits**

This is a course designed for students admitted to the MSc. Biological Sciences (Biomedical Science Option) 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 and tissue structure and function will be covered. The human body organ systems covered include: integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, lymphatic, endocrine, urinary and reproductive. Three lecture hours and 1 three-hour laboratory each week.

### **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





on the environment, and man. Control of growth, transmission and pathogenicity of various microorganisms. Contemporary issues in Microbiology. 2 lecture hours and 1 three-hour laboratory each 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 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 the lungs and kidneys 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 670    Pharmacology and Pharmacognocny** **3 Credits**

This course will cover pharmacological procedures, principles of drug administration, major families of drugs and their actions, side effects, pharmacodynamics and pharmacokinetics. The course further covers medical properties of plants, algae 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 in general, which will be useful knowledge in 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 presence and identification of active ingredients like

flavonoids, saponins, anthraquinones, hormones and vitamins present in various medicinal plants is discussed. The course consists of two lecture hours and one three-hour laboratory per week.

### **BIOL 671    Advanced Physiology**

**3 Credits**

This course is designed to cover all areas related to the physiology of the different human body systems. The students will acquire advanced knowledge and skills on human physiology for a biomedical 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. The use of 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 will be covered. A project and project paper is required.

### **BIOL 672    Biochemistry**

**3 Credits**

This course is designed to cover areas related to the organic chemistry with a special emphasis on the chemicals of life. 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. 2 lecture hours and 1 three-hour laboratory each week.

### **BIOL 675    Philosophical Issues in Biology**

**2 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 two 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 work.

### **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** **4 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.

### **RELT 610 Biblical Revelations and Scientific Knowledge** **2 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. The course consists of two lecture hours per week.

### **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 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 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.

# Faculty Listing

## DIRECTOR

Prof. Ramesh Francis, PhD – Graduate Studies and Research

## SCHOOL DEANS

Prof. Chidozie Ibeneme – Business  
Prof. Rabach Odek – Education, Humanities and Social Sciences  
Prof. Paul Samuel Francis – Science and Technology  
Prof. Hellen Ndiku – Nursing and Health Sciences

## CHAIRPERSONS OF THE DEPARTMENT

Mr. Amon Tenai – Management  
Dr. Benson Kinuthia – Education  
Dr. Graelyn Portia Francis – Biological Sciences and Agriculture  
Mr. Isaac Korir – Nursing  
Ms. Asenath Barongo – Public Health

## PROGRAM COORDINATORS

Dr. Nathan Gitonga – Master of Business Administration  
Prof. Catherine Amimo – Master of Education  
Dr. Antony Otengo – Master Science in Biology  
Dr. Lorraine Villagomez – Master Science in Nursing  
– Master of Public Health  
– Master of Global Health  
Prof. Millicent Ojwang’ – PhD Education  
Prof. Moses Kibirango – PhD Business Administration

## GRADUATE FACULTY



### **Amimo, Catherine**

2005

Associate Professor of Curriculum and Teaching  
BA, Andrews University, USA (UEAB Campus)  
MEd, University of Eastern Africa, Baraton, Kenya  
PhD, University of Eastern Africa, Baraton, Kenya



### **Aunga, David**

2014

Senior Lecturer in Accounting  
BCom, DEVV University, India  
MCom, DEVV University, India  
PhD, Cebu Doctors' University, Philippines



### **Ayiemba, Jane**

2007

Lecturer in Education  
BEd, Bugema University, Uganda  
MEd, University of Eastern Africa, Baraton, Kenya  
PhD, University of Eastern Africa, Baraton, Kenya



### **Bakker, Daniel**

Lecturer in Statistics and Mathematics  
BSc, University of Eastern Africa, Baraton, Kenya  
MSc, Maseno University, Kenya  
PhD, Jaramogi Oginga Odinga University of Science and  
Technology, Kenya



### **Francis, Gracelyn Portia**

2010

Senior Lecturer in Biology  
BSc, University of Madras, India  
MSc, University of Madras, India  
PhD, University of Eldoret, Kenya



### **Francis, Ramesh**

2010

Professor of Biology  
BSc, Bharathiar University, India  
MSc, Bharathiar University, India  
MPhil, Bharathiar University, India  
PhD, Bharathiar University, India



**Francis, Paul Samuel**  
Professor of Mathematics  
BSc, Bharathiar University, India  
MSc, Bharathiar University, India  
MPhil, Bharathiar University, India  
PhD, Bharathiar University, India

2012



**Francis Ramasamy, Poornima**  
Senior Lecturer in Nursing  
BScN, The Tamil Nadu Dr. M. G. R. Medical University, India  
MScN, The Tamil Nadu Dr. M. G. R. Medical University, India  
PhD, Moi University, Kenya

2012



**Gitonga, Nathan**  
Senior Lecturer in Business  
BLA, Spicer Adventist University, India  
MA, Tilak Maharashtra Vidyapeeth, India  
PhD, Tilak Maharashtra Vidyapeeth, India

2021



**Ibeneme, Chidozie**  
Professor of Commerce  
BA, Andrews University, USA  
MCom, Marathwada University, India  
PhD, Marathwada University, India

2020



**Jackson, Msafiri Mmamba**  
Professor of Environment Engineering  
BSc (Eng.), University of Dar es Salaam, Tanzania  
MSc (Eng.), University of Leeds, United Kingdom  
PhD (Eng.), Illinois Institute of Technology, USA

2024



**Jepkosgei, Sharon Waley**  
Lecturer in Business  
BBM, Moi University, Kenya  
MBA, Kisii University, Kenya  
PhD, Moi University, Kenya

2021



**Kamundi, Shadrack**

Senior Lecturer in Education  
BTh, Bugema University, Uganda  
PGDE, University of Eastern Africa, Baraton, Kenya  
MEd, University of Eastern Africa, Baraton, Kenya  
PhD, University of Eastern Africa, Baraton, Kenya

2018



**Kamundi, Tabitha**

Lecturer in Education  
BEd, Bugema University, Uganda  
MEd, Kenyatta University, Kenya  
PhD, Maasai Mara University, Kenya

2025



**Kasay, Laurent**

Lecturer in Theology and Religious Studies  
BA, Adventist University of Central Africa, Rwanda  
MA, Adventist International Institute of Advanced Studies,  
Philippines  
PhD, Adventist International Institute of Advanced Studies,  
Philippines

2021



**Kibirango, Moses**

Associate Professor in Management  
BLA, Economics, Spicer Adventist University, India  
MA, Economics, Tilak Vidyapeeth University, India  
PhD, Makerere University, Uganda

2018



**Kinuthia, Benson**

Senior Lecturer in Education  
BST, University of Eastern Africa, Baraton, Kenya,  
MEd, University of Eastern Africa, Baraton, Kenya  
PhD, University of Eastern Africa, Baraton, Kenya

2002



**Marundu, Dorcas**

Lecturer in Education  
BEd, University of Nairobi, Kenya  
MEd, University of Nairobi, Kenya  
PhD, University of Eastern Africa, Baraton, Kenya

2023



**Metto, Elizabeth**

2014

Lecturer in Education  
BEd, Moi University, Kenya  
MEd, University of Eastern Africa, Baraton, Kenya  
PhD, University of Eastern Africa, Baraton, Kenya



**Misoi, Meshack**

2020

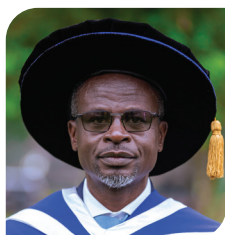
Senior Lecturer in Business  
BSc, Moi University, Kenya  
MBA, Catholic University of Eastern Africa, Kenya  
PhD, Jomo Kenyatta University of Agriculture and Technology, Kenya



**Monicah, Sang**

2011

Lecturer in Business  
BBA, University of Eastern Africa, Baraton, Kenya  
MBA, University of Eastern Africa, Baraton, Kenya,  
PhD, Adventist International Institute for Advanced Studies, Philippines



**Mooka, Edward**

2010

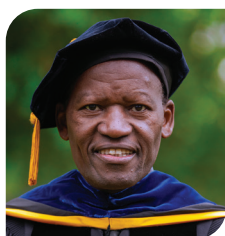
Senior Lecturer in Language and Literature  
BA, University of Eastern Africa, Baraton, Kenya  
MA, University of Witwatersrand, Johannesburg, South Africa  
PhD, Kenyatta University, Kenya



**Mutai, Paul**

2019

Lecturer in Biology and Agriculture  
BSc, University of Eldoret, Kenya  
MSc, University of Eldoret, Kenya  
PhD, University of Eldoret, Kenya



**Mutua, James**

2016

Lecturer in Theology and Religious Studies  
BA, University of Eastern Africa, Baraton, Kenya  
MDiv, Andrews University, USA  
PhD, Andrews University, USA



**Mwangi, Petronila**

2005

Senior Lecturer in Education  
BSc, University of Eastern Africa, Baraton, Kenya  
PGDE, University of Eastern Africa, Baraton, Kenya  
M.Ed, University of Eastern Africa, Baraton, Kenya  
PhD, University of Eastern Africa, Baraton, Kenya



**Mwendambio, Paluku**

2022

Associate Professor of Theology and Religious Studies  
BA, Griggs University, USA  
MA, Adventist International Institute of Advanced Studies,  
Philippines  
PhD, Adventist International Institute of Advanced Studies,  
Philippines



**Ndiku, Mueni**

2000

Associate Professor of 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



**Nyamwamu, Roseline**

2006

Lecturer in Information Technology  
BBIT, University of Eastern Africa, Baraton, Kenya  
MSc, Moi University, Kenya  
PhD, Kibabi University, Kenya



**Odek, Rabach Symon**

1999

Senior Lecturer in Theology  
BLA, Spicer Adventist University, India  
MA, Andrews University, USA  
PhD, Adventist International Institute of Advanced Studies,  
Philippines



**Odek, Salome**

1999

Senior Lecturer in Education  
BSE, Philippine Union College, Philippines  
MA, Philippine Union College, Philippines  
PhD, Adventist International Institute of Advanced Studies,  
Philippines



**Ojwang', Millicent**

2001

Associate Professor of Educational Administration  
BA, Andrews University, USA (UEAB Campus)  
MEd, University of Eastern Africa, Baraton, Kenya  
PhD, University of Eastern Africa, Baraton, Kenya



**Okerio, Jasper**

Lecturer in Chemistry  
BSc, Egerton University, Kenya  
MSc, Nelson Mandela University, South Africa  
PhD, Nelson Mandela University, South Africa



**Ong'eta, Jackson**

2012

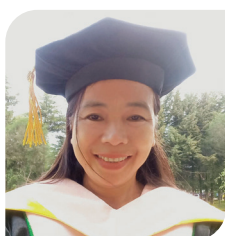
Senior Lecturer in Accounting & Finance  
BEd, University of Nairobi, Kenya  
MBA, Egerton University, Kenya  
PhD, Adventist International Institute of Advanced Studies,  
Philippines



**Otengo, Antony**

2012

Lecturer in Biology  
BSc, University of Eastern Africa, Baraton, Kenya  
MSc, Maseno University, Kenya  
PhD, Chosun University, South Korea



**Villagomez, Lorraine**

2022

Lecturer in Nursing and Health Sciences  
BSN, Adventist University of the Philippines, Philippines  
MAED, Adventist University of the Philippines, Philippines  
MSN, Adventist University of the Philippines, Philippines  
DrPH, Adventist University of the Philippines, Philippines  
PhD, Saint Paul University Manila, Philippines



**Wahonya, Paul**

1995

Senior Lecturer in Theology  
BA, Andrews University, USA (UEAB Campus)  
MA, Andrews University, USA (Solusi University Campus,  
Zimbabwe)  
PhD, Andrews University, USA



**Worancha Gebre**

2024

Professor of Theology

BATh, University of Eastern Africa, Baraton, Kenya

BSEd, University of Eastern Africa, Baraton, Kenya

MAPTh, Adventist International Institute of Advanced Studies,  
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DPTTh, Adventist International Institute of Advanced Studies,  
Philippines

PhD, (Dev Edu) Central Luzon State University, Philippines

