GRADUATE STUDIES BULLETIN 2014-2016

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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.

OUR EXTENSION CENTERS

In addition, the University of Eastern Africa, Baraton operates extension centers in Nairobi (junction of Ring-Road Kilimani and Kindaruma Road), Eldoret (2.5 km from Eldoret Town Centre off Eldoret-Kisumu Road) and Kigali, Rwanda (Adventist University of Central Africa).

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

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

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Academic Calendar 2014-2016

2013/2014 ACADEMIC YEAR Second Trimester 2013/2014

•	Registration	Jan 8 -10, 2014
•	Classes begin	Jan 13
•	Late registration fee in effect	Jan13
•	Last day to enter class	Jan 17
•	Last day to Add and Drop a course without entry on permanent	
	academic record	Jan 17
•	Last day to change from Audit	
	to Credit	Jan 17
•	Week of Spiritual Emphasis	Feb 2 - 8
•	Last day to change from "W"	Feb 7
•	Last day to change from Credit to	
	Audit	Feb 7
•	End- of -Trimester Senate	Mar 19
•	Trimester Examination	Apr 6 - 15
•	Trimester Break	Apr 16 - 22
hird	1 Trimester 2013/2014	

Third Trimester 2013/2014

•	Registration Classes begin	Apr 23-25, 2014 Apr 28
•	Late registration fee in effect	Apr 28
•	Public Holiday (Labour Day)	May 1
•	Last day to enter class	May 2
	Last day to Add and Drop a course	
	without entry on permanent t	
	academic record	May 2
•	Last day to change from audit to	
	credit	May 2
•	Week of Spiritual Emphasis	May 18 - 24
•	Last day to drop a course with "W"	May 23
•	Last day to change from credit to	
	audit	May 23
•	National Holiday (Madaraka Day)	Jun 1
•	End- of -Trimester Senate	Jul 2

•	Trimester Examinations	Jul 20 - 29
•	Trimester Break	Jul 30 - Sep 9
•	Graduation	Aug 8 - 10

2014/2015 ACADEMIC YEAR First Trimester 2013/2014

1 11 01		
•	New students arrive	Sep 2, 2014
•	Orientation and payment of fees	Sep 3 - 9
•	Registration	Sep 10 - 12
•	Classes begin	Sep 15
•	Late registration fee in effect	Sep 15
•	Last day to enter class	Sep 17
•	Last day to add and drop a course	
	without entry on permanent	
	academic records	Sep 17
•	Last day to change from audit to	
•	credit	Sep 17
•	Heritage week	Sep 21-27
•	Week of Spiritual Emphasis	Oct 5 - 11
•	Last day to drop a course with a "W"	Oct 10
•	Last day to change from credit to	
	audit	Oct 10
•	National Holiday (Heroes Day)	Oct 20
•	End- of- Trimester Senate	Nov 20
•	Trimester Examination	Dec 7 - 16
•	National Holiday (Jamhuri Day)	Dec 12
•	Trimester Break	Dec 19 -Jan 6,
		2015
Seco	nd Trimester 2014/2015	
•	Registration	Jan 7 - 9, 2015
•	Classes begin	Jan12
•	Late registration fee in effect	Jan 12
•	Last day to enter class	Jan16

• Last day to add and drop a course without entry on permanent

	academic record	Jan 16
•	Last day to change from audit to	
	credit	Jan 16
•	Week of Spiritual Emphasis	Feb 1 - 7
•	Last day to drop a course with a "W"	Feb 6
•	Last day to change from credit to	
	audit	Feb 6
•	End- of- Trimester Senate	Mar 18
•	Trimester Examinations	Apr 5 - 14
•	Trimester Break	Apr 15 - 21
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	d Trimester 2014/2015	Ame 00.04.0045
•	Registration	Apr 22-24, 2015
•	Classes begin	Apr 27
•	Late registration fee in effect	Apr 27
•	Last day to enter class	Apr 30
•	Last day to add and drop a course	
	without entry on permanent academic records	Apr 20
_		Apr 30
•	Last day to change from audit to credit	Apr 20
•		Apr 30
•	Public Holiday (Labour Day) Week of Spiritual Emphasis	May 1 May 17 - 23
	Last day to drop a course with "W"	May 17 - 23 May 22
•	Last day to change from credit to	May 22
•	audit	May 22
•	National Holiday (Madaraka Day)	Jun 1
•	End- of- Trimester Senate	Jul 1
•	Trimester Examinations	Jul 19 - 28
•	Trimester Break	Jul 19 - 20 Jul 29 - Sep 15
•	Graduation	Aug 7 - 9
•	Graudalium	Aug 7 - 9
2015	2016 ACADEMIC YEAR	
First	Trimester 2015/2016	

Irst	Trimester 2015/2016	
•	New students arrive	Sep 1, 2015
•	Orientation and payment of fees	Sep 2 - 8
•	Registration	Sep 9 - 11
•	Classes begin	Sep 14
•	Late registration fee in effect	Sep 14

	•	Last day to add and drop a course	Sep 10
		without entry on permanent	0 40
		academic records	Sep 18
	•	Last day to change from audit to	0 40
		credit	Sep 18
	•	Heritage week	Sep 20-26
	•	Week of Spiritual Emphasis	Oct 4 - 10
	•	Last day to drop a course with a "W"	Oct 9
	•	Last day to change from credit to	0.10
		audit	Oct 9
	•	National Holiday (Heroes Day)	Oct 20
	•	End- of- Trimester Senate	Nov 18
	•	Trimester Examination	Dec 6 - 15
	•	National Holiday (Jamhuri Day)	Dec 12
	•	Trimester Break	Dec 16 -Jan 5,
			2016
S	eco	ond Trimester 2015/2016	
	•	Registration	Jan 6 - 8, 2016
	•	Classes begin	Jan 11
	•	Late registration fee in effect	Jan 11
	•	Last day to enter class	Jan 15
	•	Last day to add and drop a course	
		without entry on permanent	
		academic record	Jan 15
	•	Last day to change from audit to	
		credit	Jan 15
	•	Week of Spiritual Emphasis	Jan 31 - Feb 6
	•	Last day to drop a course with a "W"	Feb 5
	•	Last day to change from credit to	
		audit	Feb 5
	•	End- of- Trimester Senate	Mar 17
	•	Trimester Examinations	Apr 3 - 12
	•	Trimester Break	Apr 13 - 19

• Last day to enter class

Sep 18

Third Trimester 2015/2016

•	Registration	Apr 20-22, 2016
•	Classes begin	Apr 25

 Late registration fee in effect Last day to enter class Last day to add and drop a course without entry on permanent 	Apr 25 Apr 29
 academic records Last day to change from audit to 	Apr 29
credit	Apr 29
Public Holiday (Labour Day)	May 1
 Week of Spiritual Emphasis 	May 15 - 21
 Last day to drop a course with "W" 	May 20
Last day to change from credit to	
audit	May 20
National Holiday (Madaraka Day)	Jun 1
End- of- Trimester Senate	Jun 29
Trimester Examinations	Jul 17 - 26
Trimester Break	Jul 27 - Sep 13
Graduation	Aug 12 - 14
2016/2017 ACADEMIC YEAR First Trimester 2016/2017	
New students arrive	Sept 7, 2016
 Orientation and payment of fees 	Sep 8 – 13
Registration	Sep 14 – 16

- Classes begin Sep 19 ٠ Sep 19
- Late registration fee in effect Last day to Add and Drop a course

•	Last day to Add and Drop a course	
	without entry on permanent academic	0
	record	Sep 21
•	Last day to enter class	Sep 21
•	Last day to change from audit to	
	credit	Sep 21
•	Heritage Week	Sep 20-26
•	Week of Spiritual Emphasis	Oct 2-8
•	Last day to change from "W"	Oct 7
•	Last day to change from credit to	
	audit	Oct 7
•	End- of- Trimester Senate	Nov 23
•	Trimester Examination	Dec 5-13
•	National Holiday (Jamhuri Day)	Dec 12

Dec 16-Jan 4,

- National Holiday (Jamhuri Day) ٠
- Trimester Break ٠

2017

Second Trimester 2016/2017

Jan 4 – 6, 2013 Jan 9 Jan 9
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mic
Jan 13
Jan 13
Jan13
Feb 5-11
Feb 8
Feb 8
Mar15
April 3-11
April 12 - 18

Third Trimester 2016/2017

•	Registration	April 19 - 21, 2013
•	Classes begin	April 24
•	Late registration fee in effect	April 24
•	Last day to enter class	April 28
•	Last day to Add and Drop a course	
	without entry on permanent t academ	iic
	record	April 28
•	Last day to change from audit to	
	credit	April 28
٠	Public Holiday (Labour Day)	May 1
•	Week of Spiritual Emphasis	May 14 – 20
٠	Last day to drop a course with "W"	May 19
•	Last day to change from credit to	
	audit	May 19
•	National Holiday (Madaraka Day)	June 1
•	End- of -Trimester Senate	June 5
•	Trimester Examinations	July 17– 25
•	Trimester Break	July 26 – Sep 12
•	Graduation	Aug 4 – 6

BULLETIN 2014-2016



Message from the Vice-Chancellor Prof. Miriam B. Mwita

t gives me pleasure to welcome you to the University of Eastern Africa, Baraton (UEAB), the first private University to be chartered by the government of the Republic of Kenya in 1991.

Being a Seventh-day Adventist Church owned institution, UEAB subscribes to the Seventh-day Adventist Church belief in wholistic Christian education that develops the mental, physical, social, and spiritual spheres of the student (head, hand, and heart) in readiness for effective service to God and humanity. It is for this reason that the UEAB curriculum is broad-based - encompassing communication and presentation skills, research, ethics, technology, religion, health principles, physical activities, psychology, and the arts, among others. At the end of the degree program, therefore, a UEAB graduate will be an all rounder who will, above all, gain a high level of integrity and expertise in their chosen field of study, ready to tackle the challenges and demands that come with the fast-changing job market. In addition to this, the graduate will be able to co-exist with people of all races and cultures because UEAB has remained an internationally acclaimed institution drawing students and faculty from over 20 countries of Africa, Asia, Europe, and America, which provides our students,

faculty, and staff a great opportunity for international cultural exchange, fusion of ideas, and appreciation of diversity.

Our ideal teacher-student ratio permits a closer and more meaningful interaction between the faculty and students. The faculty are able to support students' learning experience to ensure that they attain their full potential. UEAB's location and facilities also ensure a safe, secure, and serene learning environment for the students.

As we foster academic excellence and the expansion of knowledge, we seek to produce men and women with moral virtues and high emotional intelligence, which are key ingredients for success. The values and quality of education you will receive here will forever bless you and add value to those you are going to serve after completion of your studies.

It is my hope that you will find this publication helpful. I wish you an enjoyable experience during your studies and stay at UEAB.



Message from the Director of Graduate Studies and Research Prof. Elizabeth M. Role, PhD

Pelcome to the Graduate Bulletin of the University of Eastern Africa, Baraton (UEAB).

The choice to pursue graduate study is an important academic decision that leads to a satisfying professional life. We, at UEAB, are committed to provide a conducive environment for graduate students to explore a field in depth and master an area of inquiry through coursework and research. They will have a chance to stretch and grow as they meet students and educators who will enrich their lives leading to their wholistic development as a person and a professional.

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.

Our graduate programs are the highest expression of our mis-

sion: "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."

Thank you for considering the graduate programs of UEAB. 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. It is my hope that you will find your study and research experiences in your pursuit of graduate education exhilarating and life-changing.

Use this bulletin as a guide throughout your study at UEAB. This bulletin serves as your contract with the University and provides guidance relating to curriculum, policies, procedures, and regulations governing graduate studies. If you have unanswered questions or want to explore further, please do not hesitate to visit the Office of Graduate Studies and Research.



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General Information

The University

History

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

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

The University first opened its doors to undergraduate students in January 1980. The first graduate program leading to Master of Education (MEd) was started at the University in 1998/1999 academic year.

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 Higher Education monitors the academic planning and management of the University on a regular basis.

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.

Governance

The University is owned and operated by the Seventh-day Adventist Church. It is governed by a University Council whose chairman is the University Chancellor and also the President of the church in East-Central Africa region. The council does its work though the Administrative Board, chaired by the Vice Chancellor, who is the chief executive officer of the University.

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.

Mission

UEAB provides and advances a holistic 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.

Vision

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

Beliefs and Ethical Principles

- 1. Integrity and accountability at every level is an appropriate expectation due to God and society.
- Cultural diversity enriches the institution, yet all cultural practices must be subject to scriptural and ethical principles.
- 3. Environmental, physical, financial and human resources are gifts which must be responsibly managed.
- 4. The development of students is the core business of the university and therefore should be the focal point in the management of the university resources.
- 5. The health and growth of the university is in direct proportion to the integrity and spirituality of its leadership.
- 6. Dedicated, committed and well-trained faculty and staff are the university's greatest assets.
- 7. The human body is the temple of the living God governed by principles of healthful living and should not be

defiled with liquors, narcotics, harmful drugs, tobacco, unhealthy foods or any other harmful habits.

- 8. God is the source of all truth and knowledge, and the center of Christian education.
- 9. Character is a person's greatest asset, thus, its positive development is one of the major tasks of Christian education.
- 10. True education is the harmonious development of physical, mental, social and spiritual powers for fitness to do service for God and to work for the uplifting of humanity.
- 11. Freedom of inquiry, expression and search for knowledge are lifelong rights of every person and should be promoted and protected for the good of society.
- 12. Intellectual honesty is an essential factor in achievement, sharing and presentation of knowledge through critical inquiry, innovative research and creative teaching.
- 13. Promotion of peace, social harmony, equity, and justice in society is a sacred duty of every person.
- 14. The university is essential to the fulfillment of the teaching ministry of the church, thus, it is committed to the Seventh-day Adventist beliefs, value system and lifestyle.

Nature of Knowledge

UEAB believes that all true knowledge has its source in 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.

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 Univer-

sity 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.

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.

GRADUATE STUDIES

Governance

The governance of the graduate programs at UEAB is by the Board of Graduate Studies (BoGS) 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 BoGS. The Board of Graduate Studies is composed of the school deans, the chairpersonsof departments that offer graduate programs, the registrar, the director of quality assurance, and the director of affiliations, linkages and extension.

Each school authorized to offer graduate programs has a Graduate Studies Committee consisting of three or more graduate faculty, one of whom is designated as the chair, and the graduate program coordinator as the secretary. General supervision over graduate studies in each school is vested in the Graduate Studies Committee.

Objectives

Graduate programs at UEAB are designed with the following objectives:

- 1. To foster an intelligent understanding of Christian ideals;
- To help students acquire relevant skills and in-depth experiences necessary in the performing of both professional and vocational life tasks;
- 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; and
- 4. To provide an environment which arouses intellectual curiosity and independent thinking necessary for learning and research.

Academic Information

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Degrees Offered

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

Master of Business Administration (MBA)

- · Accounting
- · Business Management
- Finance
- Human Resource Management
- Information Systems Management
- Marketing

Master of Education (MEd)

- · Curriculum and Teaching
- Educational Administration

Master of Public Health (MPH)

- Generalist Option
- Epidemiology Option

Master of Science in Biological Sciences (MScBio)

- · Biomedical Option
- · Conservation Option

Master of Science in Nursing (MScN)

(Community Health)

Doctor of Philosophy (PhD) in Education

- Curriculum and Teaching
- Educational Administration

ACADEMIC YEAR

Academic year starts in September and ends in August. The academic year consists of three regular trimesters (September to December, January to March/April, April/May to August), each covering a period of fourteen weeks.

ACADEMIC SERVICES

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

The Library

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

The Computer Center

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

Audio-visual Services

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

Center for Research and Statistics

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

Curriculum Laboratory

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

BULLETIN

The UEAB Graduate Studies bulletin is the primary source of academic information regarding the University and its Graduate Studies 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 should 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 a 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.

ACADEMIC POLICIES

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 should be addressed to:

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

Acceptance for admission to a graduate program is determined by the Board of Graduate Studies upon the recommendation of the particular school's 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.

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 two (2) months prior to the anticipated date of entry.

For All Applicants

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 US\$30.00 or its equivalent in Kenya Shilling.
- 2. Certified photocopies of college or university diplomas or certificates.
- 3. Two (2) recent passport-size photos.
- 4. Three (3) filled evaluation (recommendation) forms for graduate studies from referees in sealed envelopes.

Note: Referees must not be 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 MSc-Nursing applicants)

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

Foreign Applicants

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

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

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

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.

Deadline of Submission of Application Documents

First trimester intake (September) August 1 Second trimester intake (January) December 1 Third trimester intake (March) February 1

Admission Requirements

- 1. Submission of completed application form and supporting documents
- 2. GPA Requirement

There are two types of admission based on GPA: regular admission and probationary admission. A student admitted on probationary status will gualify for regular status after attaining a cumulative GPA of at least 3.00 (master's) or 3.30 (doctoral) at the end the first two trimesters of study. Failure to achieve this requirement will lead to discontinuation from the program

Master's program

Regular admission: A minimum cumulative GPA of 3.00 on a 4.00-point scale, or a second class upper division, or its equivalent at a bachelor's level.

Probationary admission: A cumulative GPA of between 2.67 to 2.99 on a 4.00-point scale, or a second class lower division, or its equivalent at a bachelor's level OR

A cumulative GPA of 2.50 to 2.66 on a 4.00-point scale at a bachelor's level with at least 3 years of work experience.

Doctoral program

Regular Admission: A minimum cumulative GPA of 3.30 on a 4.00-point scale, or its equivalent at a master's level. Probationary admission: A cumulative GPA of between 3.00 to 3.29 on a 4.00-point scale, or its equivalent at a master's level

3. English proficiency requirement

Instruction in graduate programmes 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 have done English as a second language in their Bachelor's degree program and passed

with a grade of C+ or its equivalent shall be exempted from taking remedial courses in English language.

4. Meet additional requirements as specified by the program

CLASSIFICATION OF ADMISSION

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.

Probationary 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.

Non-matriculated Admission

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

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.

Readmission

Once a student is admitted into a Graduate Studies program,

admission is effective for a period of five (5) years for the master's degree and seven (7)years for the doctoral degree. Beyond these stipulations the student will need to reapply for admission.

ORIENTATION

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.

Graduate Program Coordinator

One of the functions of the program coordinator is to review, during each semester, the student's academic program which he/she has tailored for the period the student is expected to be at UEAB. During registration the student must see his/her program coordinator who will verify the courses on the student's check sheet to be taken for the period and advise accordingly.

REGISTRATION

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.

Course Load

Master's Program

The minimum course load for a full-time master's student is three (3) credits and a maximum of nine (9) per trimester or per school-based session. The minimum course load for a part time student is three (3) credits and the maximum is six (6) credits per trimester.

Doctoral Program

The minimum course load for a full-time doctoral student is

three (3) credits and a maximum of nine (9) per trimester. The minimum course load for a part time student is three (3) credits and the maximum is six (6) credits per trimester or per school-based session.

Contact Hours

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

Faculty Load

The academic load of graduate courses is 1.5 times the number of credits taught by a faculty member (e.g. a 2-credit course is equivalent to a 3-credit load and a 3-credit course is equivalent to a 4.5-credit load).

Class Size

The minimum number of students registered in a course should be five (5) for it to take off.

Curriculum Check Sheet

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

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.

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 days 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. an F is recorded.

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 50% of the total number of graduate coursework credits. Only courses with grades of B and above or their equivalent for master's students and B+ and above or their equivalent for doctoral students can be transferred. The grades earned in transfer courses are not included in the computation of the grade point average (GPA). Application and processing for transfer of credits will be guided by the following transfer of credits policy.

- After one trimester 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.
- The Director of Graduate Studies will send a letter to re-• spective program coordinators requesting the processing of transfer of credits for those who have submitted relevant documents (transcripts, course syllabus, bulletin, letter of application etc.)
- 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 Graduate Studies Committee.
- 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.

Duration of Study

- · A student shall complete the master's program within three (3) years up to a maximum of six (6) years.
- A doctoral program should be completed within four (4) years up to a maximum of eight (8) years.

 Failure to complete the program within the maximum period allowed results to repeating courses as recommended by the department.

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.

ASSESSMENT

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 should 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.

Final Examinations

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.

Policies and Procedures

To ensure that high standards are maintained in the admin-

istration of examinations in all graduate programs, the following policies and procedures shall be observed

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

Grading System

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

Gra	de	GPA	Range of Marks
А		4.00	80-100
A-		3.67	75-79
B+		3.33	70-74
В		3.00	65-69
B-		2.67	60-64
C+		2.33	55-59
С		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.

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 should process the change of grade through the Board of Graduate Studies.

Deferred Grade (DG)

A DG is assigned in certain courses that are of such nature that they may not be completed within one trimester and are so designated beforehand. Courses for which a DG is awarded normally run over two trimesters. Any extension of time beyond this needs the approval of the Board of Graduate Studies. A DG has no effect on the GPA.

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. It requires the approval of the lecturer, Department Chair, School Dean and the Director of Graduate Studies and Research. The petitioner must designate what work is to be completed and time limit which shall not be later than the end of the following trimester. An incomplete not removed on time will result in the grade stated on the application form.

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 an F grade is assigned if a class is dropped. To apply for a W, obtain forms from the Registrar's Office.

OTHER ACADEMIC ISSUES Academic Dishonesty

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

Academic Probation

- The following policies apply to students on academic probation:
- Students whose cumulative GPA in graduate course work

falls below 3.00 (master's) or 3.30 (doctoral) in any given trimester will be placed on academic probation and may be restricted to take a lighter load the following trimester.

- A student on academic probation will, however, be reinstated to regular standing if he/she achieves the required GPA for the trimester during which he/she is on probation.
- If a student's cumulative GPA falls below the required GPA for any two consecutive trimesters, 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. Such student will have to re-apply for admission to graduate work.

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 under 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).

DEGREE REQUIREMENTS

Each graduate student should 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:

Course work

Comprehensive Examination

Thesis/Dissertation (except for MBA Executive Program)

Comprehensive Examination

Upon completion of all course work with a grade-point average of 3.00 or higher for the master's program and 3.30 or higher for the doctorate program, the student registers and sits for a Comprehensive Examination (1-2 credits) scheduled once a year by the department. Result of the comprehensive exami-

nation is released not later than two (2) weeks after the examination had been taken. The Department Chair/Graduate Program Coordinator sends an official communication on the result of the comprehensive examination to the student. The grade for the Comprehensive Examination is the average grade of all the papers written. Passing the comprehensive examination qualifies a student to be a candidate of the master's or doctorate degree.

CONDUCT OF STUDIES AND SUPERVISION

Students' Rights

The student shall have the right to the following:

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

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.

THESIS/DISSERTATION WRITING

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 Methods.

Thesis/Dissertation Topic

The choice of a thesis/dissertation topic is done during the period the student is registered in Research Methods class(es).

The research lecturer guides the student in formulating researchable topics. The thesis/dissertation topic is evaluated and approved by the faculty members of the department during the topic presentation scheduled by the department.

Thesis/Dissertation Supervision

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

Thesis/Dissertation Proposal Writing/Presentation

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

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

Enrolling in Thesis/Dissertation Writing

Passing the written comprehensive examination is a pre-requisite 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). Master's students must defend the thesis within one year, while doctoral students must defend the dissertation within two years. Every trimester the candidate should officially register during enrolment time, charged with a minimal fee for record handling, to maintain his/ her student status.

In the event that the candidate fails to defend his/her thesis/ dissertation within the allotted period, a written request/explanation should be submitted to the Department Chair/Graduate Program Coordinator stating the reason why he/she should be given extension. This request will be presented to the School Graduate Studies Committee for deliberation and for recommendation to the Board of Graduate Studies. If the request is approved, the candidate will be given an extension of six months for master's and one year for doctoral candidates. The student will be required to re-enroll in Thesis/Dissertation Writing, and must pay one-half of the tuition fees in full.

The Thesis/Dissertation Examination

Upon completion of the thesis/dissertation, the candidate prepares three (3) bound copies of the thesis/dissertation. The three bound copies of the thesis/dissertation, with the declaration sheet duly signed by the candidate and the supervisors, will be submitted to the Director of Graduate Studies and Research, who will endorse one copy of the thesis/dissertation to the Department Chair/Graduate Program Coordinator, who will facilitate the appointment of the examiners (one internal and one external) and endorse the appointed external and internal examiners to the Director of Graduate Studies and Research, who will write the official communication to the examiners requesting their services. Reports of the examiners are expected to be submitted to the Office of Graduate Studies and Research within 3 weeks.

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

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.

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 five (5) bound copies of the thesis (for master's candidate) and seven (7) 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 around the three aspects of the study, as follows:

- a. 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).
- b. 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.
- c. 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.

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.
- Seven (7) copies of the thesis/dissertation using the prescribed paper and color should be bound.
- Submission of bound copies 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.

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

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

GRADUATION

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

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

Regulations

 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.

- A cumulative GPA of 3.00 or grade B (master's) or 3.30 (doctoral) or grade B+ on a four-point scale.
- All transfer of credits (if there are) must have been approved.
- · No incomplete or deferred grades.
- Students are expected to participate in all services associated with graduation unless they are granted permission to graduate in absentia.
- 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.
- Students must receive financial clearance from the Student Finance Office and approval of the Faculty Senate before they can participate in the graduation exercises.

Procedures

A request for graduation must be made on an official Graduation Application and Agreement Form. The student must turn in the Graduation Application and Agreement Form before the final oral defense of his/her thesis.

Fees

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

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 should be sought at least two weeks before graduation. Permissions will be granted only for reasons considered genuine. Graduation fee will be charged.

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 for 25

students with unpaid 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.

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 identity number, last trimester attended and the full address of institution to which the transcript is to be sent.

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Programs of Study

Master Of

Business Administration

Faculty



Prof. Corazon Banaga, **Department Chair**

Idowu, A. School Dean	/
Lisso, T.	(
Mambo, R.	F
Miyayo, L.	F
Monta, A.	1

Specific Objectives of the MBA Program

 To respond to the needs of trainees/business personnel in the developing world in particular and global needs in general.

Ndiege, J. Ondari, W. Role, E. Role, J. Tieng'o, W.

- To provide opportunities for business graduates to pursue advanced studies in business and to attain qualification for management positions in the 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;
- Prepare strategic plans for the operations of business organizations based on market demands, supply and best business practice;
- 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
- Option 3 The Executive Program with comprehensive Exam only

NB: A thesis and a feasibility study are both research-based papers which will be presented for oral examination. The only difference is their focus. A feasibility study is a critical evaluation of the viability of a proposed business. The four functional areas of management (marketing, production and operation, organization and management, and finance) are assessed.

The Executive Program is designed to equip practicing managers with the relevant analytical skills needed to make sound and viable business decisions by the use of logic, analysis, empirical techniques and contextual understanding. This program is designed to develop the participants existing skills and ability, drawing from their experience in the field of management.

Internship is not required in the Executive Program because the

requirement for admission is 3 years continuous executive experience. The executive program is a non-academic program in nature, in that, students are practicing executives. The projects they do in class will suffice in attaining the same objective as practical experience and research.

Mode of Study

Regular Program

This requires students to attend sessions for the whole trimester.

Block release

This is for Option 3 such that students attend intensive classes in April and October.

Areas of Emphasis

The program offers different areas of emphasis, such as:

Accounting Business Management Finance Human Resource Management Information Systems Management Marketing

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;
- Design, analyze and interpret accounting systems, services and structures in profit and non-profit making organizations and institutions;
- 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;
- 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 Business Management, students should be able to:

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

Expected Learning Outcomes for the MBA in Finance

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;
- Explain the concepts, theories and practice of taxation and budgeting for public and private organizations and institutions;
- Analyze and interpret investment and portfolio management plans and policies for individual and institutional investors;
- 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;
- 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 Marketing

.By the end of the Master of Business Administration program in Marketing, students should 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;
- 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

For applicants who opt for Option 1 or Option 2, the general

admission requirements apply.

Those who wish to take the Executive Program must have a BBA degree or a graduate of any discipline and have a GPA of 3.00 on a scale of 4.00 or its equivalent and must have served in managerial positions for not less than three (3) years. Those with a GPA of 2.50 on a scale of 4.00 from a recognized university may be admitted on a provisional basis subject to the student maintaining a cumulative GPA of 3.00 during the first two trimesters of study at UEAB.

For the non-business graduates, a maximum of 20 credit-prerequisites are required in addition to the above as assessed and advised.

The prerequisites/bridging courses shall be distributed as follows:

Accounting	8 Credits (ACCT 111, ACCT112)
Marketing	3 Credits (MKTG 215)
Computer	3 Credits (INSY 118)
Management	6 Credits (MGMT 230, MGMT 475)

Internship in Business Administration (BUAD 685) – 3 credits is required to non-business graduates without work experience.

Those with Higher National Diplomas, CPA (K), CFA, CPS (K) or its equivalent qualification, ACCA, CA, but have no undergraduate degree may be admitted into the MBA Executive only and will not be allowed to do a thesis/feasibility study. If they desire to do a thesis/feasibility study, they will be required to acquire an undergraduate degree before being allowed to write a thesis/ feasibility study.

Written Comprehensive Examinations (WCE)

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

Guidelines

 A WCE representing the totality of the student's program shall be taken by all MBA students who have completed all academic requirements and whose over-all cumulative GPA is not lower than 3.00.

- 2. WCEs are scheduled once a year during the 2nd trimester.
- 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.

Program Structure

Credit hours required for the completion of the three options consist of:

	Option 1	Option 2	Option 3
Foundation Courses	9	9	9
Major Courses	18	18	18
Area of Emphasis	9	9	9
Electives	3	3	9
Religion	4	4	4
Comprehensive Exar	n 1	1	1
Thesis/Feasibility			
Study Writing	6	6	-
	50	50	50

The Master in Business Administration (MBA) **Curriculum Course Listing**

Foundation	Courses	9	Credits
BUAD 590	Statistics Applied to Business	5	3

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50	50

Written Co	mprehensive	
Examination	ons (WCE)	1 Credit
BUAD 690	WCE	1

Thesis/Feasi	bility Study Writing	6 Credits
BUAD 692	Seminar in Thesis/Feas	ibility

BUAD 591	Foundation of Business	
	Administration	3
BUAD 593	Business Research Methodology	3

Maior Courses

18 Credits

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	606	Managerial Accounting and	
		Control	3
BUAD	608	Marketing Management	3

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Electives

3/9 Credits

BUAD 605	Managerial Economics	3
Any two of t	he following (Option 3):	
BUAD 611	Strategic Decision Modeling	3
BUAD 607	Legal and Tax Aspects of	
	Business	3
BUAD 610	Marketing Strategy and Policy	3
BUAD 612	International Business Issues and	
	Analysis	3
BUAD 617	Strategic Management of	
	Information Systems	3
Religion	4 Cr	edits
BUAD 595	Biblical Perspectives of	
	Business Ethics	2
BUAD 596	Philosophy of Values	2
Internship	3 (Credits
	comprehensive	114
	tions (WCE) 1 Cr	
BUAD 690	WCE	Ĩ
Theolo/E	acibility Study Writing 6 Cr	adita

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	Study Writing	2
BUAD 693	Thesis/Feasibility Study Writing	4

COURSES FROM AREA OF EMPHASIS

Accounting		9 Credits
BUAD 621	Advanced Financial	
	Accounting	3
BUAD 622	Accounting Consultancy	3
BUAD 623	Operational and Internal	
	Auditing	3
Business Ma	nagement	9 Credits
BUAD 641	Leadership	3
BUAD 642	Corporate Planning	3
BUAD 643	Managing Changes and	
	Innovation	3
Finance		9 Credits
BUAD 631	Public Finance and Fiscal	
	Policies	3
BUAD 632	Investment and Portfolio	
	Management	3
BUAD 633	International Finance	3
Human Reso	urce Management	9 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

Marketing BUAD 671	Consumer Behavior	9 Credits	
20,12 010	Systems	3	
BUAD 616	Database Management		
BUAD 615	IT Governance	3	
	Control	3	
BUAD 614	Systems Analysis, Planning and		

BUAD 672	Global Marketing and Sales	
	Management	3
BUAD 673	Marketing Research	3

Duration of the Program

A regular full-time student can complete the MBA program in six (6) trimesters (two academic years).

	Trimester 1	Trimester 2	Trimester 3
Year 1	8 credits	9 credits	8 credits
	BUAD 590	BUAD 593	BUAD 603
	BUAD 591	BUAD 600	BUAD 604
	BUAD 595	BUAD 602	BUAD 692
Year 2	8 credits	9 credits	9 credits
	BUAD 606	BUAD 605	BUAD 690
	BUAD 608	Specialization 2	BUAD 596
	Specialization 1	Specialization 3	*BUAD 693 or
			**Electives (2)
* For Opt	ions 1 and 2		

* For Option 3

For the part-time students, the duration of the program is between three (3) to six (6) years with a maximum credit load of 6 credits per trimester.

COURSE DESCRIPTIONS BUAD 590 Statistics Applied to Business

3 Credits

This course is aimed at equipping the learner with the requisite statistical skills needed for research. Descriptive and inferential statistics will be discussed with emphasis on the application of Predictive Analytics Software (PASW).

BUAD 591 Foundation of Business Administration 3 Credits

This is a refresher course that reviews the application of principles, concepts, and theories of business administration. This is a bridging course between undergraduate and graduate work. It shows to the students, in a nutshell, the relationships and the GRADUATE STUDIES

inter-relationships of economics, marketing management, production and operations management, organization and management, human resource management, human behavior in organization, financial management, accounting and the like.

BUAD 593 Business Research Methodology

3 Credits

This course is a study of research concepts and methodology relevant to business and industry. Prerequisites: BUAD 590

BUAD 595 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. Particular attention is made to the biblical perspectives of business profit and corporate responsibility.

BUAD 596 Philosophy of Values 2 Credits An evaluation of moral philosophies from Socrates to contemporary philosophers from a biblical point of view.

BUAD 600 Management Information & Communication Systems 3 Credits

This course is designed to help students learn how to apply information systems in reconfiguring organizations and extended enterprise through the application of e-commerce, internet and other information technologies for better decision-making and for gaining a competitive advantage. The course also addresses some ethical issues created by the overwhelming influence of IT in every aspect of people's lives including business and educational and social transactions.

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 deals with a comprehensive study of the essential human resource management concepts and techniques for effective management of people and jobs. 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

This course emphasizes the economic way of thinking about business decision-making and policy formulation. It aims to show how market forces create both opportunities and constraints for business enterprises. The course therefore will provide students with a solid foundation of economic understanding for use in managerial decision-making. Prerequisite: BUAD591

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. Prerequisite: BUAD 591

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Legal and Tax Aspects **BUAD 607** of Business 3 Credits

This is an analytical study of the economics, sociological and legal bases of the reciprocal rights and duties of capital and labor, analysis and evaluation of different labor laws and social legislation. It also includes a thorough discussion on taxation issues and updates in business organizations. It specifically examines the legal environment in which businesses operate and the principles governing taxation of business organizations in Kenya. The course aims to provide students with an awareness of the legal issues that arise in business management and what can be done by business managers in order that legal problems can be avoided and solved. Tax matters relating to business organizations will also be covered. Prerequisite: BUAD 591

Marketing Management **BUAD 608** 3 Credits This course is designed to explore the managerial aspects of marketing functions. It emphasizes the key marketing decision variables- target market selection, product pricing and distribution and promotion around the various marketing processes, strategy formulation, organization and implementation.

Marketing Strategy and **BUAD 610** Policy 3 Credits

This course is designed to enable the student to develop and implement marketing strategies. Both the local and global marketplaces are considered in analyzing marketing opportunities, selecting target markets, designing marketing programs, organizing, implementing and controlling marketing efforts.

Strategic Decision **BUAD 611** Modeling 3 Credits

This course is designed to build and maintain consistent and effective policy framework. It develops the ability to analyze top level problems from a vantage point of senior executives working as one who formulate policies pertinent to control operations in line with the objectives of the firm. This will also encourage pro-active and strategic thinking in management of companies. Prerequisite: BUAD 591

BUAD 612 International Business **Issues and Analysis** 3 Credits

This course aims to introduce the learners to the complex issues of the international business environment and practices and the management practices essential for successful operation in this field. 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. No prerequisite

Systems Analysis, **BUAD 614 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. No prerequisite

BUAD 615 IT Governance

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

3 Credits

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 (3 units)

BUAD 617 Strategic Management of **Information Systems** 3 Credits

The primary objective of this course will be to develop the necessary perspective and strategic IS knowledge to help you succeed in a technology-intensive corporate environment. While fundamental technologies are typically available to all corporations, excellence in the efficiency and effectiveness of IS decision making, deployment, and utilization can result in significant economic benefits. This course is necessarily a survey (i.e., breadth, not depth) type of course aimed at preparing the business professional to think strategically, creatively, and critically about the use of IS in business settings. A key goal of the course is to equip the business professional with the tools necessary for analyzing business situations, recommend IS solutions to address them, and prepare plans for their implementation.

Advanced Financial **BUAD 621** 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.

Prerequisite: BUAD 606

Accounting Consultancy 3 Credits **BUAD 622**

This course focuses of the non-attest services of accountants such as designing accounting systems, providing manual or automated bookkeeping or data processing services, preparing tax

returns and developing internal control structures for different kinds of business organizations. Prerequisite: BUAD 606

Operational and Internal BUAD 623 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. 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 present concepts, techniques and fundamentals of international finance emphasizing on their practical applications in the world.
BUAD 641 Leadership

3 Credits

This course emphasizes the need for leadership and how the manager leads considering human behavior and personality, managing horizontally and vertically, and managing change. It also aims to develop leaders to manage effective teams. Prerequisite: BUAD 603

BUAD 642 Corporate Planning 3 Credits

This is a course designed to help students determine the longterm goals of a company as a whole and to develop plans designed to achieve these goals considering the probable changes in its environment.

Prerequisite: BUAD 591

BUAD 643 Managing Change and Innovation 3

3 Credits

This course is a study of the various approaches to organizational changes and transformations in the government machinery taking into account the influence of internal and external factors. This course prepares corporate managers for change and how to manage change.

Prerequisite: BUAD 591

BUAD 661 Motivation and Performance at Work 3 Credits

This course aims to examine contemporary work motivation theories within a coherent framework and to examine the causes of high performance. This will enable managers to get the best from their employees. Prerequisite: BUAD 603

BUAD 662 Human Resource Development and Career Planning

3 Credits

This course equips the students with concepts and innovative practices of developing both rank-and-file and executive personnel so that they will contribute more towards the attainment of the company's goals. The course also examines the concept of career from a variety of perspectives. It considers the process of occupational choice and occupational socialization and different types of career paths. Various ways of representing people's careers and ways of intervening in career development are discussed. The emphasis throughout is on helping students to understand their own life career development and consider ways in which they can help themselves and others make role transitions. Prerequisite: BUAD 603

BUAD 663 Human Behavior in Organization 3 Credits

This course is a study of individual behaviors in the organization with varying motivation, capabilities, and values entering transactional relationships with the organization to work for the achievement of its goals and purpose in return for the organization's commitment to fulfill the individual's basic and acquired needs. 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. Prerequisite: BUAD 591

BUAD 672Global Marketing and
Sales Management3 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.

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 503 and BUAD 601

BUAD 685 Internship in Business Administration 3 Credits

Students who have less than 2 years 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

This course is designed to guide students in the development of a research proposal leading to thesis/feasibility study writing until the proposal is presented and approved. The students will be introduced to the application of the Statistical Package for Social Sciences (SPSS) in management and analysis of data.

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: Completion of all course work

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Master of Education

Faculty



Dr. Lazarus Ndiku Makewa, School Dean

Balyage, Y.	
Korso, G.	
Hotamo, F.	
Miyayo, L.	

Muchee, T. Odek, S. Role, E. Role, J.

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

Philosophy

The Department of Educational Administration, Curriculum and Teaching, 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 holistic 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 pro-



gram of excellence in preparing world class school administrators and curriculum experts equipped with relevant knowledge, skills and moral virtues.

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;
- 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;
- 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;
- 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;
- 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;
- 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;
- Design strategic plans for administrative, academic, and quality assurance operations for safety, efficiency and effective school functions;
- Plan for supervisory activities intended for improving school administration and enhancing the teaching and learning process;
- 9. Conduct research for the improvement of the teaching and learning process and best practice in school administration.

Admission Requirements

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

Time for Instruction

Master of Education students may join as regular students in the regular trimester sessions that begin in September (1st trimester). They may also be part time students by joining school holiday programs scheduled in April/May, August/September, and November/December. Information on dates can be obtained from the Registrar's office or the Department of Educational Administration, Curriculum and Teaching. Students who come in holidays take longer time to complete their degree program.

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

Graduation Requirements

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

- 1. Must have a cumulative GPA of 3.00 on a 4-point scale;
- 2. Must have completed the required minimum of 45 credits including thesis;
- 3. Must pass the comprehensive examination;
- 4. Must apply for graduation;
- Must submit 7 bound copies of the thesis duly signed by the supervisors and accepted by the Chairman of the Department of Educational Administration, Curriculum and Teaching, the Dean of School of Education and the Director of Graduate Studies and Research;
- 6. Must be cleared by the Department Chair and the School Dean;
- 7. Must clear financial obligations;
- 8. Must be cleared by the Boards of Examiners.

CURRICULUM Summary of Courses

Foundation Courses	14 Credits
Core Courses	21
Electives	3
Comprehensive Exam	1
Thesis Writing	6
Total	45

Foundation (Courses	14 Credits
EDFO 610	Philosophy of Education	3
EDFO 615	Philosophy of Christian	
	Education	3
EDTE 701	Social and Educational	
	Research Methods	3
EDTE 703	Statistics Applied to	
	Education and	
	Psychology	3
EDRE 705	Christian Ethics	2
Comprehens	1 Credits	

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Examination

1

Thesis Writing		6 Credits
EDTE 796	Seminar in Research	
	Writing	2
EDTE 799	Thesis Writing	4

Option 1: Educational Administration

Core Course	S	21 Credits
EDAD 720	Principles of Educational	
	Management	3
EDAD 724	Material and Human	3
EDAD 731	Resources Management Theories of Educational	3
LUNDIOT	Administration	3
EDAD 745	Educational Finance and	-
	Marketing	3
EDAD 762	Leadership in Educational	
	Institutions	3
EDAD 765	Technology for Educational	3
EDAD 788	Educational Administration	
	Leadership and Current	I
	lssues	3
Electives	Education in Mathematica	3 Credits
EDAD 775	Education in National and	3
EDAD 780	Global Development Supervisory Management	•
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
EDTE 615	Instructional Technology	3
EDTE 700	Supervision of Instruction	3
EDTE 712	Curriculum Theory, Design	า

	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
Flectives		3 Credits
Electives EDPS 730		3 Credits
Electives EDPS 730	Theories of Personality	
EDPS 730	Theories of Personality Development	3 Credits
	Theories of Personality Development Educational Finance and	3
EDPS 730 EDAD 745	Theories of Personality Development Educational Finance and Marketing	
EDPS 730	Theories of Personality Development Educational Finance and Marketing Education in National and	3 3
EDPS 730 EDAD 745 EDAD 775	Theories of Personality Development Educational Finance and Marketing Education in National and Global Development	3 3 3
EDPS 730 EDAD 745	Theories of Personality Development Educational Finance and Marketing Education in National and	3 3

Duration of the Program

A regular full-time student can complete the MEd program in 6 sessions (two years).

Year 1	Session 1	Session 2	Session 3
	8 credits	9 credits	8 credits
	EDFO 610	EDFO 615	EDTE 796
	EDTE 703	EDTE 701	CORE 2
	EDRE 705	CORE 1	CORE 3
Year 2	9 credits CORE 4 CORE 5 CORE 6	7 credits CORE 7 ELECTIVE EDTE 790	4 credits EDTE 799

COURSE DESCRIPTIONS Educational Administration EDAD 720 Principles of Educational Management

3 Credits

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

EDAD 724 Material and Human Resources Management 3 Credits

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

EDAD 731 Theories of Educational Administration 3 Credits

This course deals with the conceptual framework of educational

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

EDAD 745 Educational Finance and Marketing 3 Credits

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

EDAD 762 Leadership in Educational Institutions 3 Credits

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

EDAD 765 Technology for Educational Leaders 3 Credits

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

EDAD 775 Education in National and Global Development 3 Credits

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

EDAD 780 Supervisory Management 3 Credits

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

EDAD 788 Educational Administrative Leadership and Current Issues 3 Credits

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

Educational Foundations 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, Pestallozzi, Ignatius Loyola, Rene Descartes, William James, John Dewey, Soren-Keirkegaard, Jean Paul Sartre, Fredrick W. Nietzsche, Karl Heinrich Marx, Julius Nyerere, Kwame Nkhurumah, Jomo Kenyatta, Milton Obote, and Robert Mugabe. The course also discusses major world philosophies such as idealism, realism, naturalism, pragmatism, essentialism and Marxism. The impact of each philosophy on the development of the countries practicing it is emphasized.

EDFO 615 Philosophy of Christian Education 3 Credits

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

EDFO 785 Comparative Education 3 Credits This is a study of world systems of education currently practiced in various countries and their implications on the economic, social and political growth and stability. The systems include: Kenyan system, the British system, the United States system, the Scandinavian system, the French system, the Indian system, the Dutche (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.

Educational Psychology 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 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 730Theories of Personality
Development3 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 behavioralistic-learning theory of personality, Albert Bandura's social-learning theory of personality, Gordon Allport's trait theory of personality, Goerge Kelly's cognitive theory of personality, Abraham Maslow's humanistic theory of personality, Carl Rogers' phenomenological theory of personality, and the new direction in the discipline of personality psychology.

Religious Philosophy 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.

Curriculum and Teaching(Teacher Education)EDTE 615Instructional Technology 3 CreditsThis course discusses the resources used by the teacher and

3 Credits

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

2 Credits

EDTE 700 Supervision of Instruction

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-visitation, 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 701 Social and 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, expost 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.

EDTE 703 Statistics Applied to Education and Psychology

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.

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 Measurements and Evaluation 3 Credits

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

EDTE 749 Educational Planning 3 Credits

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

EDTE 788 Current Issues and Trends in Curriculum and Instruction

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; guality assurance and control; evaluation of curriculum on line, distance learning and classroom learning.

EDTE 790 Comprehensive Examination

1 Credit

3 Credits

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

EDTE 796 Seminar in Research Writing 2 Credits

This is guidance given to students in the development of a research proposal leading to thesis writing until the proposal is defended and accepted. The students will be introduced to the application of the Statistical Package for Social Sciences (SPSS) in management and analysis of data.

EDTE 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, the School of Education, and the Department concerned.

Master Of

Public Health

Faculty



Dr. Dixon Anjejo **School Dean**

Balyage, Y. Barongo, A. De la Torre, H. De la Torre, M. Ndiku, M. Omambia, B. Role, E.



Philosophy of the Program

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

Program Expected Learning Outcomes

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

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

- i. Manage public health system, projects and programs at local, county, national, regional, and global levels.
- ii. Develop, implement, monitor, and evaluate public health programs.
- iii. Apply measures to prevent and control, communicable and life style diseases.
- iv. Conduct and publish research to provide effective disease prevention and control strategies.
- v. Assess, evaluate, and analyze public health concerns and issues.
- vi. Identify need for continuing health education and health promotion activities in communities.
- vii. Promote moral values at work place.

Admission Requirements

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

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

Mode of Delivery of the Program

The mode of delivery will be mainly didactic and will be coupled with module e-learning environment.

Academic Organization of the Program

The Master of Public Health program requires a minimum of

forty-eight (48) trimester credit hours, which will be covered over two calendar years on full time basis and four calendar years on part time. The MPH program will meet the demands by grounding its graduates in the three dimensions of theory, through the core courses, practice and through the elective and fieldwork courses, as well as research through statistical courses and production of a thesis based on actual research work.

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

- Generalist and Health Promotion i i
- ii. Epidemiology and Disease Control

Courses Offered

The courses in the MPH program are in four groups. These include the public health core courses, and general education requirements, concentration courses for the specialization options, and elective courses. It also includes religion courses, research methods and thesis writing. The student is required to take religion and research courses in addition to all courses in the public health core, preferred concentration, and at least three selected courses in the electives. The least total credit hours required are 48 as listed.

Summary of Total Required Credits for MPH (Both Options)

	Credits
Core Courses	17
Concentration/Specialization	16-18
Research Methods and Thesis Writing	8
Electives	2 - 4
Religion Requirements	3
Comprehensive Examination	1
Total	49

Public Health Core Courses Credits

ENVH 521	Principles of Environmental	
	Health and Occupational	
	Health and Safety	3
PHEP 541	Principles of Epidemiology	3
PHNU 571	Public Health Nutrition	2
PHST 561	Biostatistics	3
PUBH 501	Philosophy of Public Health	1
PUBH 503	Principles of Health Behavior	2
PUBH 601	Maternal and Child	
	Health Care	3
Total		17

Total

Research		Credits
PUBR 591	Research Methods	3
PUBR 599	Seminar in Research Writing	1
PUBR 691	Thesis Writing	4
Total	-	8

Religion Courses

PUBR 690

Credits

Any one of the to	bllowing:	
PHRE 576	Christian Ethics and Public	
	Health	3
PHRE 651	Philosophical Perspectives	
	in Adventist Education	3
PHRE 671	Health Ministry	3
Total		3

Comprehensive Examination

Comprehensive Examination

Credit

1

Generalist C	option Courses	Credit
PUBH 502	Primary Health Care	2
PUBH 511	Communicable Diseases and	
	HIV-AIDS Prevention	
	and Control	2
PUBH 512	Preventive Aspects of Lifestyle	
	Diseases	3
PUBH 611	Health Promotion Theory	
	and Practice	3

53

PUBH 612	Health Program Planning and Evaluation	2
		3 3
PHMN671	Health Service Management	
Total		16
Electives for	Generalist Option	Credits
ENVH 522	Environmental Health	
	for Developing Countries	2
ENVH 523	Food Quality Control	2
PHEP 551	Epidemiology of Communicable	;
	Diseases and Control	2
PUBH 621	Refugee Health	2
PHST 562	Computer Applications in	
	Biostatistics	1
PHST 563	Analytical Applications of	
	Statistical Software	2
PHNY 641	International Nutrition	2
PHEP 556	Maternal and Child Health	
	Epidemiology	2
PHMN 672	Health Care Quality	
	Management	2
PHMN 673	Health Care Financing	2
PHMN 681	Health Systems Strategic	
	Planning	2
PHMN 682	Managerial Accounting	2
PHMN 686	Grants and Contract Proposal	
	Writing	2
Total	-	2-4

Epidemiology Option Courses

PHEP 551	Epidemiology of Communicable	
	Diseases and Control	2
PHEP 552	Epidemiology of Lifestyle	
	Diseases and Control	3
PHEP 556	Maternal & Child Health	
	Epidemiology	2
PHEP 557	Environmental Epidemiology	2
PHEP 631	Epidemiologic Methods	2
PHEP 632	Disease Surveillance and	
	Outbreak Investigation	2

PHHR 581	Health Records and Information	
	Systems.	2
PUBH 612	Health Program Planning and	
	Evaluation	3
Total		18

Electives for Epidemiology Option Credits **ENVH 521** Environmental Health for **Developing Countries** 3 Maternal and Child Health **NUTR 533** Nutrition 2 Topics in Health Promotion **PUBH 523** 2 2 **Refugee Health PUBH 513** STAT 513 Computer Applications in Biostatistics 1 STAT 522 Analytical Applications of Statistical Software 2 **NUTR 541** Topics in International Nutrition 2 PUBH 623 Health Care Quality Management 3 PUBH 612 Health Systems Strategic Planning 3 Total 2-4 **Total Credit Hours** 49

Duration of the Program

A regular full-time student can complete the MPH program in two years (6 trimesters).

Generalist Option

Credits

	Trimester 1	Trimester2	Trimester 3
Year 1	9 credits	9 credits	9 credits
	PUBH 501	PUBH 502	PUBR 591
	PHNU 571	ENVH 521	PUBH 612
	PHEP 541	PUBH 503	PUBH 601
	PUBH 512	PUBH 511	
Year 2	9 credits 8 credit	s 5 credits	
	PHST 561	PUBR 599	PUBR 690

PUBH 611	RELIGION	PUBR 691
PHMN 671	ELECTIVE 1	
	ELECTIVE 2	

Epidemiologist Option

Year 1	Trimester 1 9 credits PUBH 501 PHNU 571 PHEP 541 PHEP 552	Trimester2 9 credits PHEP 551 ENVH 521 PUBH 503 PHEP 556	Trimester 3 9 credits PUBR 591 PUBH 612 PUBH 601
Year 2	9 credits PHST 561 PHEP 557 PHEP 631 PHEP 632	8 credits PUBR 599 RELIGION PHHR 581 ELECTIVE	5 credits PUBR 690 PUBR 691

COURSE DESCRIPTIONS ENVH 521 Principles of Environmental Health and Occupational Health and Safety 3 Credits

The course is designed to introduce students to rural and urban environmental factors which affect human health status, enjoyment of the quality of life, and survival. The focus is on environmental principles, risks, environmental risk avoidance, and stress reduction, prevention of disease and promotion of healthful environments through environmental risk assessments and environmental policies that are essential in health protection and promotion.

ENVH 522 Environmental Health for Developing Countries 2 Credits

This course introduces concepts, theories, and programmatic applications within the fields of environmental and occupational health. The course aims to enable students to understand basic concepts and principles of environmental and occupational health and their application to public health practice from individual, organizational, political, legal, and community perspectives. The cases provide students with the opportunity to link environmental and occupational health issues with health promotion strategies through a systems approach.

ENVH 523 Food Quality Control 2 Credits

The purpose of the course is to enable the students to develop competencies and skills in food hygiene to ensure safe supply of food for human consumption. The students will gain practical experience through involvement in the inspection process of various foods premises.

PHEP 541 Principles of Epidemiology 3 Credits

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

PHEP 551 Epidemiology of Communicable Diseases and Control

The purpose of this course is to equip future leaders in public health policy and practice by exposing them to the concepts of communicable disease dynamics, and raising awareness of the unique features of communicable diseases that demand tailored approaches in scientific analysis and policy response. The goal is to educate the next generation epidemiologists by providing them with advanced training enabling them to have a comprehensive understanding of the role of biology of infective agents and hosts on the outcome of infection and the use of this knowledge, in combination with epidemiological and public health approaches, to develop rational strategies for the control and treatment of communicable disease infections.

2 Credits

GR

PHEP 552 Epidemiology of Lifestyle Diseases and Control 3 Credits

This course is to enable 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). This course aims also at providing participants with an in-depth theoretical and practical insight into how national non- communicable disease programs can be developed, integrated and maintained in a local, national and global perspective. Upon completion of the course, participants will have strengthened their capacity to become better planners, managers, trainers and implementers of non-communicable disease programs.

PHEP 556 Maternal and Child Health Epidemiology 2 Credits

This course is designed to describe the epidemiologic issues in maternal and child health.

PHEP 557 Environmental Epidemiology

2 Credits

The purpose of this course is to examine the key concepts in environmental epidemiology, explore concepts in exposure assessment and cluster investigation, and examine the scope and uses of environmental epidemiology in response to public health issues. The course will also enable students explore study design and learn practical consequences of choices made when planning and undertaking an environmental epidemiological study. This will include an appreciation of the influence of finance, politics and time constraints. It will also include a review of advantages and challenges of multi-disciplinary experiences in environmental epidemiology. It will further include strategies for communicating risks concerning investigation of environmental hazards.

PHEP 633 Demography and Community Development

2 Credits

The course shall give the students an overview of demographic issues and how they relate to human health. The course will focus on demographic processes and their effects on health, urbanization and health, role of demography in determining reproductive health, demographic theories and development and demographic change.

PHHR 581 Health Records and Information Systems 2 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).

PHHR 611 GIS in Public Health

2 credits

This course introduces public health students into a working knowledge and understanding of GIS in public health in order to become public health professionals for the 21st century. Geographical Information Systems in public health integrates computer hardware, software and health geographically referenced data and is a useful decision support tool in formulating health schemes in a more realistic and need based manner.

PHMN 672Health Care QualityManagement2 Credits

The goal of this course is to help students/health managers learn and develop the knowledge and skills needed to design and implement a quality management process in a health services organization and to analyze and refine a health information system to integrate with management support systems. It is an introductory course to health information systems and quality management for health services organizations and public health services.

PHMN 673 Health Care Financing 2 Credits

This course will address the principles of maintaining financially healthy health-care firms as well as the interaction of risk and return in both short-term and long-term decisions. Current issues in health-care finance as well as reimbursement concepts and procedures including public and private third party payer, healthcare budgeting, financial planning techniques, and cost analysis and control will be covered.

PHMN 681 Health Systems Strategic Planning 3 Credits

Describes the strategic planning process and examines the tools needed to analyze the external factors and internal capabilities as they relate to a particular organization. It instructs on how to best develop a vision, mission, goals, objectives and a control mechanism. Provides insight on how best to implement developed strategy as it relates to the human resource management, marketing and finance departments.

Managerial Accounting **PHMN 682** 2 Credits

This course will cover the use of financial data in decision-making, management planning and control of public health programs, budgeting and enhance their understanding of relevant financial and managerial principles for decision making. The topics covered shall include an overview of the basic principles of; management, book keeping, variance analysis, cost volume profit relationships, finance entrepreneurship, guality management and business ethics.

PHMN 686 Grants and Contract0 **Proposal Writing** 2 Credits

The purpose of this course is to equip the student with knowledge and skills in the development of a grant/contract proposal.

PHNU 571 Public Health Nutrition 2 Credits This is an introduction to the concepts of nutrition as related to public health-including life-cycle issues as well as discussion of major nutrition related diseases and their prevention. This course enables the student to develop a broad view of public health nutrition and develop program planning, implementation and evaluation skills. It exposes students to the elements of program planning and implementation through critical analysis of community nutrition programs.

PHNU 641 International Nutrition 2 Credits

The purpose of this course is to provide students with information and ideas on nutritional guidelines, principles, the world nutritional status and the factors affecting nutrition of people. It exposes the student to critical nutrition issues in the international setting and community nutrition programs.

PHRE 576 Christian Ethics and **Public Health**

3 Credits

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

PHRE 671 Health Ministry

3 Credits

This course studies the Adventist Health message from the biblical, prophetic, scientific, and educational perspectives. It focuses on health, disease, and healing dynamics from revelation and scientific viewpoints. Emphasis is on medical missionary work at church and outreach levels that blends gospel and health. Simple home treatments and preventive measures to maintain personal and family health are also discussed. Field experience is integrated.

PHST 561 Biostatistics in Public Health

This course is designed to enable students to develop knowledge and skills in biostatistical methods and its applications that are essential to making decisions in public health practice and general scientific research. The main focus is on description of principles of biostatistics, research, and understanding the application of biostatistics and research in public health by elaborating principles of biostatistics, the sources and uses of statistics and the application of statistical methods such as descriptive and inferential statistics applied in public health. This course also introduces biostatistical methods and applications to the students. It will cover descriptive statistics, probability theory and inferential statistical techniques that can be used to make practical conclusions about empirical data. Students will also learn how to use statistical packages such as SPSS (statistical package for social sciences) and other public health statistical packages.

PHST 562 Computer Applications in Biostatistics 1 (

1 Credit

3 Credits

This course introduces students to several data entry, management and analysis software packages that they can use in their future research projects.

PHST 563 Analytical Applications of Statistical Software 2 Credits

This course is designed for the student to get familiarized with features of SPSS computer package for analysis of statistical data.

PUBH 501 Philosophy of Public Health

1 Credit

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 and the current trends in the health care movement, health rights and how to design health care systems that incorporate public health aspects.

PUBH 502 Primary Health Care

2 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.

PUBH 503 Principles of Health Behavior 2 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.

PUBH 511Communicable Diseases and
HIV/AIDS Prevention
and Control2 Credits

This course is designed to give the student an in-depth understanding of the HIV/AIDS pandemic and its implication for public health. The course shall give a review of the history, the developments and implications of this disease to public health infrastructures. The focus will be on the pathology and pathogenesis of HIV infection, laboratory diagnosis, and transmission of the disease, risks factors of the disease, legal issues concerning HIV, prevention and control and the effects and impacts of the pandemic on the current health infrastructure and policy.

PUBH 512Preventive Aspects of
Lifestyle Diseases3 Credits

This course examines the etiology, prevalence and impact of leading lifestyle diseases such as cardiovascular diseases, cancer, diabetes mellitus, obesity, dental diseases, osteoporosis, and chronic obstructive pulmonary diseases. The emphasis of this course is on the understanding of the rist factors for these lifestyle diseases and the study of successful risk reduction programs. Field experience is intergrated.

Maternal and Child Health **PUBH 601** 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 post natal nutrition in pregnancy, growth and monitoring of children and appropriate feeding in HIV infection for the mother and the child.

Health Promotion Theory **PUBH 611** and Practice 3 Credits

This course provides the student with an examination of theory and practice of public health education and promotion. The course will focus on interventions for health promotion, health promotion theories, planning, implementing and evaluation of health promotion programs, health policy, health service delivery systems, behavior and health and the establishment of health promotion programs/projects.

Health Program Planning **PUBH 612** 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 care systems as well as projects. This is an introductory course utilizing the planning cycle in addressing public health problems. The course focuses on equipping the student with skills in carrying out program planning, implementation and evaluation.

PUBH 621 Refugee Health 2 Credits

The purpose of the course is to give the participants an overview of refugee health, public health issues that arise due to refugee and the global health burden due to refugee activities. The course focuses on refugee situation, application of public health principles in the management of refugee camps and displaced populations during emergency situations, effects of refugee populations on health service provision and the psychosocial risks to health faced by refugees.

PUBR 591 Research Methods 3 Credits

This course is designed to introduce the student to selected methodological techniques and skills used in the planning, implementation and evaluation of international programming. Special emphasis is given to the understanding and application of Geographical Information Systems (GIS), Epi Info and evaluation tools. It is meant to meet the needs of graduates, to have computer skills for processing field data. The course is designed to cover general study skills, database searching, and all the main designs and methods used in primary care research. It enables the students to acquire knowledge and understanding of research and evaluation methods and principles. The students develop research skills to enable them utilize research findings in their academic and experiential work, and to have the skills to support their study during their master's thesis level.

PUBR 599 Seminar in Research Writina

1 Credit

This is guidance given to students in the development of a research proposal leading to thesis writing until the proposal is defended and accepted. The students will be introduced to the application of the Statistical Package for Social Sciences (SPSS) in management and analysis of data.

Comprehensive **PUBR 690** Examination

1 Credit

5 Credits

This course is enrolled by a student who has done all the Master of Public Health 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.

PUBR 691 Thesis Writing

The purpose of this course is to give the student an opportunity to apply knowledge and skills acquired in research methods, other public health courses and community-based research setting in writing a research report document. This course will also help

the students learn how to write and disseminate their research findings to the responsible authorities based on their research areas.

Master_____Of

Science in Biological Sciences

Faculty



Dr. Ramesh Francis, Department Chair

Munyikombo, W. Ngalo, Z. Ogot, H. Ojunga, M.

Role, E. Wahonya, P. Nyaundi, N.

Philosophy

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

Mission

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

Vision

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

Rationale

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



eastern, central African region needs scientists in the research laboratories, academia and in industries. This great need has been partly occasioned by political apathy, mismanagement of science and brain drain.

We propose to have a different approach in science training from the generally practiced approach. Emphasis will be given to hands-on training on cutting-edge science encouraging candidates to publish as much as possible before graduation. The general primary focus in most of the universities in the region has been on defending the thesis rather than publishing research findings. This has ended up giving scientific research a raw deal as there are hundreds of theses on the library shelves without accompanying research articles.

Goal

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

Expected Learning Outcomes

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

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

Mode of Delivery

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

Academic Regulations

Part time students are admitted in government school holidays in April/May, August/September, And November/December.

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. Those who may not have attained lower second class honors but have postgraduate diploma in Biological Sciences or in a closely-related discipline from a recognized institution of higher learning are eligible for regular admission.

Academic Advisor

The student will indicate the area of research interest and will accordingly be advised by the M.Sc. Biological Sciences Program Coordinator to select a supervisor in the field of interest. The supervisor will then be contacted and approved by the Program Committee. The assigned faculty member will chart the student's program until he/she is ready for graduation. One of the functions of the program coordinator is to review, during each trimester, the student's academic program that he/she has tailored for the period the student is expected to be at UEAB. During registration, the student must see his/her program coordinator or Department chair or both, who will verify the courses on the student's check sheet to be taken for the period and advise accordingly.

Structure and Duration of Study

This is a 2-year program organized in trimester system of 12 weeks teaching and one week of examination for full-time students and 4 years for part-time students. In the M.Sc. Biological Sciences, the student may be allowed to start research activities even in the first year of study depending on the recommendation of the supervisor. One credit hour is equal to 15 contact hours per trimester. For laboratory, 1 credit hour will be equal to three lab hours per week.

Courses Offered for the M.Sc. Biological Sciences Program

The courses in the M.Sc. Biological Sciences Program are in three groups. Core courses, Electives and Other Electives. The student is required to take all courses under the Core courses and have a choice of four courses (12 credits) in their Electives. The choice to make up 43 credits can be obtained from other electives. The total credit hours required are 43.

The Curriculum

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

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

Organization of Courses for M.Sc. Biological Sciences All the groups described above are shown in the list of courses offered below:

Core Courses

BIOL 644	Methods in Biotechnology	
	and Genetic Engineering	3
BIOL 646	Genomics and Bioinformatics	3
BIOL 654	Biosystematics and Speciation	3
BIOL 675	Philosophical Issues in Biology	3
BIOL 684	Advanced Biostatistics and	
	Experimental Design	3
BIOL 695	Graduate Research Seminar	3
BIOL 699	Thesis	6
RELT 610	Biblical Revelations and	
	Scientific Knowledge	3
	-	27

Options

12

Credits

Must choose 4 courses totaling 12 credits

Biomedical Option

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

BIOL 606	Medical Parasitology	3
BIOL 643	Biosafety and Biosecurity 3	
BIOL 665	Medical Microbiology	3
BIOL 667	Advanced Immunology	3
BIOL 668	Diagnostic Microbiology and	
	Immunology	3
BIOL 669	Hematology	3
ZOOL 639	Advanced Developmental	
	Biology	3
ZOOL 642	Physiological Instrumentation	3

Conservation Option

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

	Sociobiology	3
Other Electives Choose any to	make a grand total of 36 credit hours	3
BIOL 607	Applications of GIS in Life	
	Sciences	3
BOTN 637	Medical Botany	3
ZOOL 638	Arthropod Vectors	3

Comprehensive Examination

BIOL 690	Comprehensive Examination	1
TOTAL		43

A regular full-time student can complete the MSc Biological Sciences program in two years (6 trimesters).

Year 1	Trimester 1	Trimester2	Trimester 3
	9 credits	9 credits	9 credits
	BIOL 644	BIOL 646	BIOL 695
	BIOL 654	BIOL 684	OPTION 1
	RELT 610	BIOL 675	OPTION 2
Year 2	9 credits OPTION 3 OPTION 4 ELECTIVE	7 credits BIOL 699 BIOL 690	BIOL 699 (CONTINUATION)

COURSE DESCRIPTIONS

Core Courses

Methods in Biotechnology **BIOL 644** and Genetic

Engineering

3 Credits

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

BIOL 646 Genomics and Bioinformatics 3 Credits

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

BIOL 654 Biosystematics and Speciation 3 Credits

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

BIOL 675 Philosophical Issues in Biology 3 Credits

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

BIOL 684 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 695 Graduate Research Seminar 3 Credits

This is a graduate studies course designed to give a firm foundation for M.Sc. students as they work towards their final thesis. In the first part the course explores major areas in scientific research, biological literature search and review, research methods, seminar attendance and participation as well as proposal writing. The students will actively engage in scientific research and present progress in the form of a seminar for constructive criticism. Within or after the second semester of study, the students will present seminars based primarily on literature and methods related to their projects. Within or after the third semester of study the students will present seminars based upon their own original research.

BIOL 690 Comprehensive Examination

1 Credit

6 Credits

This course is enrolled by a student who has done all the Master of Science in Biological Sciences 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

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.

Biomedical Option BIOL 606 Medical P

Medical Parasitology

3 Credits

This course deals with the parasites that infect man, the disease caused by them, clinical picture and the response 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 643 Biosafety and Biosecurity

3 Credits

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

BIOL 667 Advanced Immunology 3 Credits

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

BIOL 668 Diagnostic Microbiology and Immunology 3 Credits

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

BIOL 669 Hematology

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

3 Credits

cipline, 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.

ZOOL 642 Physiological Instrumentation 3 Credits

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

ZOOL 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.

Conservation OptionBIOL 617Quantitative Methods in
Ecology3 Credits

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

BIOL 636 Biogeography

3 Credits

A study of plant and animal geographical and ecological regions of the world will be emphasized. The student will gain knowledge of the most important concepts and methods of ecosystem mapping. Emphasis will be placed on those factors that influence the development of various ecosystems in particular geographic areas. Biological factors controlling geographic distributions will be evaluated in relation to economic and cultural factors. Study of the East African ecosystem will be emphasized. This course requires fieldwork, the duration of which will be determined in consultation with the instructor. Three hours of lecture and significant field work each week.

BIOL 640 Conservation Ecology 3 Credits

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

BIOL 656 Biodiversity

3 Credits

This course provides in-depth training and experience in various aspects of biodiversity and its conservation. It provides an analysis of the distribution of biodiversity, patterns of biodiversity loss at all levels from genes to ecosystems and a discussion of the causes and consequences of and solutions to the loss of biodi-

3 Credits

versity. Basic principles are drawn from ecology, genetics, evolution and biogeography. Topics include assessment, monitoring and conservation of biodiversity, theory of island biogeography, habitat loss and forest fragmentation, human impact on biodiversity, design of nature reserves, the economic valuation of biodiversity and sustainable use of biodiversity. Two hours of lecture and one three-hour field session per week. Lectures of 2 hours per week and Practical/Field-based learning of 3 hr per week.

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 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.

Other Electives BIOL 607 Applications of GIS in Life Sciences

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 handson 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.

BOTN 637 Medical Botany

3 Credits

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

Arthropod Vectors ZOOL 638

3 Credits

This course deals with the biology of arthropod "pests" and disease vectors and the control of arthropods of medical and veterinary importance. An in-depth analysis of the role of arthropods as vectors of pathogens, or as parasites which cause disease in humans (principally) and animals is emphasized. The principles involved will be illustrated with examples drawn especially from selected tropical diseases. The interaction of host and parasite and the dynamic nature of the epidemiologic system will be stressed. The course consists of two lectures and one three-hour laboratory each week. Prerequisites: Entomology and Parasitology.

Master Of

Science in Nursing

Faculty



Dr. Joyce Owino, Department Chair

Anjejo, D. **School Dean** Kimeto Ting'ei, P. Lee, D. Marwa Morara, I. Miyayo, L. Munyikombo, W. Njeru, M. Odira, E.

Expected Learning Outcomes

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

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

Admission Requirements

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



Student Assessment Policy Continuous assessment

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

End-of term/trimester assessment

Each course/module, except NRSG 706: Research Project will have a 3-hour written final examination and a practical examination in the courses including a practicum. Instead of a research project examination, the students will produce a research proposal and a publishable article at the end of the project.

Practical assessment

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

Graduation Requirements

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

- 1. Complete 47 trimester credit hours for the program.
- 2. Maintain average cumulative GPA of 3.0 for all graduate courses.
- 3. Complete 600 clock hours of clinical practice.
- 4. Write a research thesis
- 5. Apply for graduation on the prescribed form

COURSE STRUCTURE

Summary	Credits
Foundation courses	6
Research courses	9
Religion	2
Concentration	28
Comprehensive Examination	1
Total	46

Foundation	Courses	6 Credits
NRSG 617	Advanced Pharmacology	3
NRSG 618	Advanced Human Physiology	3

Research (9 Credits	
NRSG 616	Nursing Research	
	Methods	3
NRSG 706	Research Project	6
Religion		2 Credits

Religion **Christian Bioethics** 2 **RELT 705**

Major Conce	ntration	28 Credits
NRSG 619	Pathophysiology	3
NRSG 620	HIV/AIDS and	
	Infectious Diseases	3
NRSG 626	Leadership and	
	Management	3
NRSG 629	Health Measurements	3
NRSG 636	Professional Development	
	and Advanced Practice	4
NRSG 646	Advanced Community	
	Health Nursing	4
NRSG 700	Community Health Nursing	

NRSG 701	Written Comprehensive Examination
Organizatio	on of the Program

Practicum

Comprehensive Examination

The MScN program is organized to be offered in six trimesters or two academic years in length. In the first four trimesters, the students complete the biomedical and nursing science courses. In the fifth trimester, clinical practice is done and research project is commenced.

	Trimester 1	Trimester 2	Trimester 3
Year 1	8 credits NRSG 617 NRSG 618 RELT 705	9 credits NRSG 616 NRSG 619 NRSG 620	6 credits NRSG 626 NRSG 629
Year 2	8 credits NRSG 636 NRSG 646	9 credits NRSG 700 NRSG 701	6 credits NRSG 706

Regulations for Thesis Project

The MScN program requirements include the 6 credit course NRSG 706: Research thesis. At the end of the course, students will make an oral defense and submit a bound thesis report of their research.

COURSE DESCRIPTIONS

Advanced Pharmacology 3 Credits NRSG 617

The course enables students to gain in-depth knowledge and skills in medication management for safe practice. Course content: principles of drug action, pharmacokinetics, pharmacodynamics, drug use in special groups: children, elderly, pregnancy; antiretroviral therapy, antibiotics, antifungals, anesthetics medications: local and general; analgesics: NSAIDs, opioids, paracetamol; cardiovascular medications, respiratory medications, ANS medications, endocrine medications, GIT medications

1 Credit

1
NRSG 618 Advanced Human Physiology

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

NRSG 619 Pathophysiology

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

NRSG 620 HIV/AIDS and Communicable Diseases 3 Credits

The course is designed to enable students to gain advanced knowledge on infectious diseases and effective strategies for their prevention and management. Course content includes HIV

3 Credits

3 Credits

infection, diagnostic criteria and classification, pathophysiology of HIV, effective prevention strategies, voluntary counseling and testing, couples counseling, living positively with HIV/AIDS, managing opportunistic infections, antiretroviral treatment (ART), prevention of mother-to-child transmission (PMCT), community-based and palliative care, legal and ethical aspects, complementary and alternative treatment; Communicable diseases: preventive strategies, levels of prevention, surveillance, outbreak control, notifiable diseases, emerging infections, vaccine preventable diseases, contact diseases, airborne diseases, food and water borne diseases, vector borne diseases, zoonoses, nosocomial infections, STIs, hepatitis, TB, role of the community nurses in disease prevention. Pre-requisite: NRSG 619 - Pathophysiology

NRSG 616 Nursing Research Methods 3 Credits

This course is enables students to develop in-depth knowledge and skills in research that are necessary for contributing to the body of scientific nursing knowledge. Course content: definition of research, significance and purpose of nursing research, types of research, designs and approaches, sampling, theoretical and conceptual frame-works:Steps of the research process: identification of research problem, formulation of hypothesis and objectives, literature review, selection of design and method, data collection and analysis, results, and report writing; Research designs and methods: descriptive, historical, survey, analytical, co-relational, comparative, evolution, experimental, clinical; Development of research proposal: key steps, timeframe, actors, budgets, ethical approval and implementation; Electronic review of literature; Evidence-based literature reviews; Utilization of knowledge; Data collection instruments: reliability and validity; Research ethics and Academic writing.

NRSG 626 Leadership and Management

Management 3 Credits This course is designed to enable students to develop knowledge and of skills needed for effective leadership in health care, health services management and strategic planning. Course content: Definition of management; Theories of management:

73

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

NRSG 629 Health Measurements 3 Credits

This course is intended to enable students to gain knowledge and skills in designing, implementing and evaluating health information systems using an epidemiological approach. Course content: Sources and uses of health information, vital statistics and records, measures of mortality and morbidity, descriptive epidemiology, person, place and time characteristics; Principles of health information; Managing and evaluating health information systems; Presenting and summarizing data, Health systems research; Surveillance and screening; Causality of health and disease; Key concepts in epidemiology: design and conduct of epidemiological studies, cohort studies, case studies, surveys, experimental studies, analysis and critique of epidemiological studies, measures of disease occurrence and risk, design of observational and interventional studies, sensitivity and specificity of clinical tests, methods for epidemiologic analyses, and ethics of epidemiologic research. Biostatistics: Descriptive statistics –measurement scales, measures of central tendency and dispersion, rates and ratios, confidence interval, frequency distribution, probability distributions, sampling distributions; Inferential statistics: Parametric tests – z-test, t-test, ANOVA, regression, correlation; Non-parametric tests: binomial, sign test, Fisher's test, chi-square, McMemar's test, Mann-Whitney, Kruskal-Wallis, Wilcoxon test; Data quality control.

NRSG 636 Professional Development and Advanced Practice 4 Credits

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

NRSG 646 Advanced Community Health Nursing 4 Credits

This course is designed to enable students to acquire clinical

knowledge and skills required for practice as a community health nursing clinical specialist. Course content: Health assessment: preparation for physical examination, general survey and history taking, interviewing, principles and techniques of physical examination, head and neck, chest, breasts and axilla; respiratory system, neurological system, mental status examination, cardiovascular system, cardiovascular system, abdomen, genito-urinary system, musculoskeletal system, integumentary system, physical examination of infants and children; Investigations and diagnosis; Treatment and care: use of medications, referral and follow-up, rehabilitation, health education; Family health: definition of family health, types of families, theoretical frameworks for

family health, family assessment, family risk assessment, family risk reduction, child and adolescent health needs, growth and development, immunization, nutrition, injuries, women and men's reproductive health needs and issues; Adult health: older adults health need and issues, approaches to adult care, health services for senior adults, role of the community nurse in adult health care.

NRSG 700 Community Health Nursing Practicum 8 Credits

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

Prerequisites: NRSG 646: Advanced Community Health Nursing and NRSG 636: Professional Development and Advance practice

Comprehensive NRSG 701 Examination

1 Credit

The is a written examination intended as an general evaluation of students intellectual skills including analysis, and application of knowledge acquired in the entire course of study.

2 Credits

75

NRSG 706 Research Project

6 Credits The course provides the student an opportunity to implement

the research proposal developed during the course NRSG 616: Nursing Research Methods.

RELT 705 Christian Bioethics

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

Doctor Of

Philosophy in Education

I Ste

Faculty



Dr. Lazarus Ndiku Makewa, **School Dean**

Balyage, Y. Hotamo, F. Korso, G. Miyayo, L. Role, E. Role, J.

The Department of Educational Administration, Curriculum and Teaching offers a Doctor of Philosophy (PhD) in Education degree with specializations in Educational Administration, and Curriculum and Teaching 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 advanc-

es 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 centre of excellence providing quality higher education to learners.

Expected Learning Outcomes of the Program

By the end of the Doctor of Philosophy (PhD) degree program in education, students should 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 Educational Administration

By the end of this program, students taking a Doctor of Philosophy (PhD) in Education degree with specialization in Educational Administration should 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.

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 should 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 teaching teachers.

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 with a GPA of 3.30 in the subsequent two trimesters 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.

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;.
- Submit 8 bound copies of the thesis in a light-blue color hardcover, duly signed by the supervisors, department chair, school dean and the director of graduate studies;
- 4. Clear financial obligations;
- 5. Apply for graduation;
- 6. Be cleared by the Department Chair and the School Dean.
- 7. Be cleared by the Boards of Examiners at all levels.

ORGANIZATION OF COURSES

Summary of Total Required Credits for PhD in Education:

	Credits	Lecture
		Hours
Religion Requirements	6	90
Core Courses	12	180
Specialization	12	180
Independent Research Paper	3	45
Comprehensive examinations	2	
Doctoral Thesis Writing	30	450
Total	65	945

Religion Requirements

6 Credits

EDRE 805	Advanced Christian Ethics	3
EDRE 812	Philosophical Perspectives in	
	Adventist Education	3

Core Courses

12 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	า
	and Quality Assurance Standards	2
EDTE 831	Monitoring and Evaluation	2

Comprehensive Examinations		2 Credits
EDTE 890	Comprehensive Examinations	2

Doctoral The	esis 33	3 Credits
EDRS 835	Independent Research Paper	3
EDRS 899	Doctoral Thesis Writing	30

SPECIALIZATION IN EDUCATIONAL

Administratio	on	12	Credits
EDAD 810	Theories and Models of		
	Educational Management,		
	Administration and Leadersl	nip	3
EDAD 814	Change and Management o	f	
	Change in Educational		
	Organizations		3
EDAD 817	Finances, Policies and Lega	ıl	
	Issues in Educational Institu	tion	s <u>3</u>
EDAD 818	Management of Resources	in	
	Educational Institutions		3

Specialization in Curriculum and Teaching

reaching			euns
EDTE 810	Curriculum Theory and		
	Design		3
EDTE 812	Curriculum Development a	ind	
	Supervision of Instruction	3	
EDTE 814	Curriculum and Instruction	al	
	Strategies in Teacher		
	Education Programmes	3	
EDTE 829	Instructional Technologies		
	and Management		
	Information Systems		3

Duration of the Program

A regular full-time student can complete the coursework in 4 trimesters.

	Trimester 1	Trimester2	Trimester 3
Year 1	8 Credits	8 Credits	8 Credits
	EDRE 805	EDRS 812	EDRS 824
	EDRE 812	EDTE 830	EDTE 831
	EDRS 804	SPECIALIZATION 1	SPECIALIZATION 2
Year 2	9 Credits	2 Credits	30 Credits
	SPECIALIZATION 3	EDTE 890	EDRS 899
	SPECIALIZATION 4		
	EDRS 835		

Year 3 DOCTORAL THESIS WRITING

COURSE DESCRIPTIONS Religion Requirements EDRE 805 Advanced Christian Ethics

3 Credits

12 Credits

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

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 the 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, practica godliness, personal piety in the administration of Adventist schools, colleges and universities.

Core Courses

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 (e.g. SPSS, IDAMS, etc) 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 Statis-

tical 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, simple correlation and regression, multiple correlation and regression, partial regression analysis, analysis of variance and co-variance, chisquare; reliability analysis in SPSS (PASW): Cronbach's alpha coefficient, factor analysis.

EDRS 812 Advanced Statistics in Education 3 Credits

Theory and application of analysis of variance (ANOVA) with repeated measures; analysis of covariance (ANCOVA); multiple regression two way analysis; partial correlation analysis; canonical correlation analysis; multivariate analysis; discriminant analysis; non-parametric techniques.

Quantitative and Qualitative **EDRS 824** Educational Research **Methods** 3 Credits

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.

Modern Trends in Higher **EDTE 830**

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 guality 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 guality aspects to be assessed, self assessment report, follow up after assessment, follow up report; guidelines for external programme 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 guality 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 programme, collaboration between institutions, granting authority to collaborate, advisory services.

EDTE 831 Monitoring and Evaluation

2 Credits

Definitions of monitoring and evaluation; concepts and theories of monitoring and evaluation: validation, reliability, item response theory, scaling and norming, linking and equating, testing fairness; development of monitoring instruments: instrument administration, security, scoring and reporting, performance assessment, setting performance standards, technology of monitoring educational institutions; evaluation: evaluation for accountability and performance, educational evaluation and capacity building, testing and evaluation for student learning by objectives, evaluation and policymaking; evaluator's qualifications; types of evaluation: service oriented evaluation; teaching and learning evaluation (formative and summative evaluation); program evaluation, comprehensive evaluation; methods of evaluation: case study method, class-room testing techniques, causal-comparative method, survey method, observational method, inquiry method, experimental method, follow up method, interview method; test administration in evaluation and monitoring; technical reporting and documentation; feedback implementation.

Educational Administration EDAD 810 Theories and Models of Educational Management, Administration and Leadership 3 C

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; guality, 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

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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, theGachathi 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 andother commonwealth countries; rules regulating 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.

Curriculum and Teaching EDTE 810 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 centred philosophical approaches: parennialism, 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 programme, 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 programme; types of supervision: formal supervision, informal supervision; supervision through observation: pre-observation conferences, negotiating boundaries of observations, implications of observations, guidelines for informal observation, guidelines for formal observations, observation data collection, analysing and interpreting data, reporting observation results; post observation conferences: reporting observation results, feedback; peer coaching; action research in supervision; mentoring and induction; confronting marginal performance; professional development; pulling together.

EDTE 814 Curriculum and Instructional Strategies in Teacher Education 3 Credits

This course covers Plato and Aristotle's concepts of teacher in a society; theories of curriculum and instructional strategies for

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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 programmes as sites for teacher preparation; developing a teacher education programme: 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-centred 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-centred 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 centres and university teacher education programme; national examination council and the training of teachers; teacher education and teacher behaviour in society.

EDTE 829 Instructional Technologies and Management of 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 programmes, visual computer based programmes, audio-visual interactive computer based programmes, computer conferencing, electronic support systems, the internet, worldwide web, components of distance learning: knowledge, learners, teacher sending information, mentor and the extension centre, functional technology, evaluation process and system; principles of designing and delivering learning at distance learning centres; distance learning system management and expansion.

EDRS 835 Independent Research Paper 3 Credits

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.

EDTE 890Comprehensive
Examinations2 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. 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 Phillosophical Perspectives (20%); paper two: Core Area (30%), and paper three: Specialization (50%).

EDRS 899 Doctoral Thesis Writing 30 Credits

Doctoral students are required to embark on either a quantitative and/or qualitative thesis work for a minimum period of one and a half years after completing class work and passing comprehensive examinations using the doctoral degree thesis writing format. The thesis 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.

Proposed Programs

Master Of

Science in Global Health

Expected Learning Outcomes of the Program

By the end of the program, the graduate in Master of Science in Global health should be able to apply their acquired knowledge and skills to:

- 1. Lead the workers and operate in global environment
- 2. Work ethically based on the core values of global health work
- 3. Analyze the information concerning the human rights and apply that information in his or her work
- 4. Promote and lead global health work based on research evidence from the nursing and other relevant fields
- 5. Use available global health data to analyze situation of global health and health systems
- 6. Evaluate and generate knowledge of global health
- 7. Use a range of different quantitative and qualitative research methods and development techniques to discover new innovative approaches to global health
- 8. Interpret and apply statistical data in global health
- 9. Lead and manage a project to successful completion within available guidance, resources and timescale
- 10. Analyze and apply the current international health policies and strategies in the field of global health
- 11. Identify global health actors at local, national and international level and to recognize their role in prevention and health promotion, and to lead the work in these organizations
- 12. Identify and evaluate the role of faith based organizations in the prevention and health promotion
- 13. Apply different management theories and methods in their work
- 14. Use relevant definitions and concepts of incident and emergency condition work
- 15. Lead emergency conditions and disaster work at local, national and international level
- 16. Response the challenges for preparedness training in health care
- 17. Compose preparedness plans and to carry out risk and resource analysis
- 18. Recognize the role of management, leadership and communication in emergency conditions and disaster work

and apply it in leading the work

- 19. Know the early warning of a disaster and communication systems used in disaster management and is able to use them
- 20. Provide support for peoples' social, psychological and spiritual needs in the emergency situations

Admission Requirements

In addition to meeting the general admission requirements for graduate studies, the applicant to be admitted into the Master of Science in Global Health must have a Bachelor's degree in Nursing or Allied Health Sciences. All nursing candidates should have a valid license from the Nursing Council of Kenya. Moreover, all applicants must have had a two years' experience of work since their graduation with a bachelor's degree.

Course Structure

	Cr	edits
Religion Req	uirement	2
RELT 705	Christian Bioethics	2
Major Course	es a la companya de la	27
GHCF 611	Fundamentals of Global Health	3
GHEP 618	Basic Epidemiology and Health	
	Situation	3
GHED 620	Emergency, Disaster preparedness	S
	and Management	3
GHPA 617	Global Health Policies and Actors	3
GHEV 623	Global Health Ethics and Values	3
GHHA 616	HIV/AIDS Prevention and	
	Management	3
GHAM 721	Administration, Management and	
	Professional Development	3
GHCG 712	Crises, Globalization and Health	
	Care	3
GHCP 711	Global Health Practicum	3

Statistics and Research

GHBS 613 E	Biostatistics in Global Health

12 3

GHRP 606 GHMT 714	Research and Project Methods Master's Thesis Study	3 6
Comprehens	sive Examination	1
GHCE 713	Comprehensive Examination	1
Total	-	42

Master of

Science in Nutrition and Dietetics

Expected Learning Outcomes of the Program

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

- 1. Define and explain the term nutrition, dietetics, health, healthful living, preventive and curative measures;
- 2. Identify and discuss pertinent functions of nutrition to human society;
- 3. Serve as teachers of nutrition in institutions of higher learning and communities;
- 4. Serve as directors of health care institutions:
- 5. Promote academic preparation of nutrition health professionals for communities in order to minimise prevalent health related diseases and disorders;
- 6. Equip church and community health workers with relevant and contemporary knowledge and skills empowering them to participate in health promotion activities;
- 7. Compare and contrast vegetarian and non vegetarian foods and their impact on human life;
- 8. Provide nutrition consultation services in assessing and counselling at individual and community levels in the areas of: community-organization, programme planning and implementation, evaluation of nutritional programmes, and nutritional research to public and private health agencies, including the Seventh-day Adventist Church;
- 9. Identify nutrition health disorders prevalent in various communities of society;
- 10. Provide alternative solutions to contemporary nutrition and health challenging disorders prevalent in developing countries with special reference to the double burden of disease:
- 11. Carry out independent and collaborative research in nutrition and disseminate research findings to various communities of society;
- 12. Explain the Biblical and Christian philosophical understanding of nutrition to human life;
- 13. Pursue doctoral studies in nutrition and dietetics or/and related fields.

Admission Requirements

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

Course Structure

Credits

Religion and	d Philosophy Requirements	6
NURE634	Christian Ethics	3
NUPH564	Contemporary Issues in vegeta	arian Nutri-
tion	3	

Core in Nutrition and Dietetics		20
NUTR608	Nutrition for Health, Fitness	
	and Sports	3
NUTR617	Advanced Nutrition I	3
NUTR618	Advanced Nutrition II	3
NUTR627	Assessment of Nutritional	
	Status	3
NUTR705	Research Seminar in Nutrition	
	and Dietetics	2
DTCS753	Medical Nutrition Therapy I	3
DTCS754	Medical Nutrition Therapy II	3
Statistics	Possarch and Thesis Writing	12

Statistics. Research and Thesis Writing 13 OTATEOE Ripstatistics (with Jah)

STATOUS	Diostatistics (with lab)	4
NUTR776	Research Methods in Nutrition	3
NUTR794	Research Thesis	6

Electives in Nutrition and Dietetics 6 Any two of the following:

GRADUATE STUDIES

NUTR580	Geriatric Nutrition	3
NUTR519	Phytochemicals	3
DTSC 680	Advanced Topics in Nutrition	
	and Dietetics	3
NUTR581	Prenatal Nutrition	3
Total		45

Student Life and Services

The University of Eastern Africa, Baraton, seeks to meet the academic, spiritual, social, and cultural needs of its students. Each student has the opportunity to develop a well-rounded personality through participation in the various campus activities.

Student Housing

All students who do not live either with their parents or spouses are expected to live in residence halls on campus. Exceptionsmay be granted by the University Administration upon request. Residence halls have the basic conveniences but students are expected to provide their own mattresses and bedding.

Food Service

Resident students are expected to eat their meals in the University cafeteria. No provision is made for food preparation in the rooms. A vegetarian diet is provided in the boarding plan which allows for the normal three meals per day while the trimester is in session. Those remaining during vacation periods are charged a daily boarding Fee. For the ones on the recommended medical diets, a selection may be made from what is available at the cafeteria. The cost of three meals a day is included in the boarding fees. Day students are not allowed to eat in the cafeteria unless they have made financial arrangements with the Students Finance Office.

Health Service

The University operates a hospital which provides basic healthcare to students. Students entering the University for the first time will be required to take medical examination by the doctor chosen by the University. The cost of this medical examination will be charged to the student's account.

Student Handbook

Each student is provided with a Student Handbook which is designed to inform the students concerning rules and regulations governing them during their stay in this University. It is imperative that every student gets a copy and be acquainted with the information that is found therein.

Library

The library aims to support the curriculum and philosophy of the University, providing relevant information in a variety of formats. The Library Handbook provides more information.

Working Hours

Sunday: - Thursday 7:00 am - 5:30 pm / 7:00 pm - 10:30 pm Friday: 7:00 am - 2:00 pm Public Holidays: 2:00 pm - 10:30 pm Saturday Night: 7:30 pm - 10:30 pm

Student Work Program

The University operates a number of auxillary and vocational services where students may work part time to earn a portion of their school expenses. These opportunities to engage in productive and useful labor help to develop character traits of industry, dependability and initiative. In the process, students may also acquire valuable vocational skills.

Religious Activities

A fundamental objective of the University is to develop the spiritual faculties of the student. Daily worship, weekend services, as well as weekly assemblies are important parts of the University programmes in pursuit of this objective. All students are required to attend these convocations. There are other religious activities which offer students additional opportunities for Christian development and service. Among these are group prayers, off-campus witnessing, and activities of the Adventist Youth Society.

Recreational Facilities

Facilities for volleyball, basketball, soccer, rugby, hockey, kick ball, softball, lawn tennis and table tennis are available on campus. There is also ample space on the campus for exercise, jogging, or walking. Since physical fitness aids in mental excellence, each student is encouraged to adopt a regular programme of recreation and exercise.

Extra-Curricular Activities and Organizations

Some of the non-curricular activities available to the student are: departmental academic clubs, special interest and hobby clubs. Each of these has a faculty sponsor and a student leader. Such clubs and groups afford additional opportunity to develop leadership, spiritual vigour, physical health, mental acuity, and social aptness.

Standard of Conduct

Detailed information about standards and expected conduct are found in the Student Handbook. Every student should become acquainted with its contents and be guided by the principles found therein. In short, students are expected to follow high standards of moral and Christian conduct, and to refrain from immoral and degrading acts or behaviour such as: indecent conduct, profane language, the use of alcohol, tobacco or other drugs, reading pernicious literature, gambling, or attending places of amusement not approved by the University. If a Student's behaviour proves detrimental to the growth and development of other students or the University, he/she will be asked to withdraw temporarily or permanently from the institution.

UNIVERSITY APPOINTMENTS

Attendance in student University appointments is part of the academic program of the university. University appointment meetings are provided for spiritual, academic and social benefit of the UEAB family. Each student shall be required to attend all University appointments.

Official University Appointments

- 1. Daily evening worships (Sunday, Monday, Tuesday, Thursday)
- 2. General Assembly (Tuesday)
- 3. Power Hour (Wednesday)
- 4. Friday vespers
- 5. Sabbath (Sabbath School, Lesson discussion class, DivineService and Sun Down worship)

- 6. Week of Spiritual Emphasis
- 7. Spiritual weekend challenge
- 8. All class related meetings
- 9. Any other meeting convened by the University Authorities.

Handling of Absences in University Appointments

- Appointments shall be recorded from the official first –day of class.
- The allowable absences shall not exceed 10% of the total trimester appointments.
- All excusable absences shall be cleared at the appointments office.
- Three incidences of tardiness shall constitute one absence.

Leave of Absence

When a student needs to leave the campus for any reason, proper arrangements must be made in the office of the Dean of Students. Forms to be used are available at the residence halls. For detailed information about leave of absence consult the Student Handbook.

Bookstore, The University

Textbooks and wide range of stationery are available at the University bookstore. Students can buy books against their book deposits. Any purchases from the bookstore in excess of the book deposit will be authorized by the Students' Finance Manager and the student is expected to pay for the excess during the trimester.

Marriages

As a general rule, marriages are not encouraged during the academic year. However, exceptions may be granted at special request.

Residence Halls

All residence hall students are charged a boarding fee for the cost of room and meals as per the Fee Schedule. Beds, closet and study space are provided in each room. Mattresses (can be purchased by students on campus) and beddings are to be

provided by the student. Each student is issued with a key to the room at the time of admission and is to return the key when moving out. The charge for a lost key is KShs. 100. Whenever a student moves out of the room, the room will be checked for reasonable cleanliness and normal wear. Where necessary, charges for extra cleaning and/or repairs will be made to the student's account. Day students are not permitted to use the facilities in the residence halls.

Vacation Period Charge

Room charge of Kshs. 120 per night and meal charge of Kshs. 150 per meal will be made to students remaining on campus during vacation periods. A non-registered student will be charged Kshs. 150 per meal.

Financial Information

GENERAL FINANCIAL INFORMATION

Refunds

Students who withdraw from any or all classes and from the Boarding Section during the trimester will receive the following refunds on the charges of tuition, room and meals: 85% refund during the first and second weeks of the trimester, 75% refund during the third week of the trimester, 65% refund during the fourth week of the trimester, 55% refund during the fifth week of the trimester, 45% refund during the sixth week of the trimester, 35% refund during the seventh week of the trimester, 25% refund during the eighth week of the trimester. No refund after the eighth week except in cases of serious illness, accident, or dismissal from school where the necessary Drop Procedure has been completed at the office of the Registrar. The amount of the refund in this case will be determined by the Administrative Board.

Cash Withdrawal

Fees once paid will not be withdrawn for personal use.

Transcripts of Credits and Degree Certificates

These are issued only when the student's account has been paid in full. The first transcript is issued free; each additional transcript request must be accompanied by KShs. 500.

Student Financial Aid

The student financial aid programme at the University of Eastern Africa, Baraton has been developed to help needy and worthy students registered at the University.

Worthy and Needy Student Endowment Fund

This fund was established by the University to benefit worthy and needy students already registered at the University. Individuals interested in this financial aid must meet the following criteria:

• Must have registered with the University for at least three trimesters.

- Should have a minimum accumulated GPA of 2.50 an should not be on citizenship probation.
- Should have worked for 600 hours, or an average of 20 hours for 10 weeks in each of those three trimesters.
- Application must be submitted a month before the trimester for which assistance is sought.

The aid will be granted once a year during the second trimester. If you meet the above criteria, you can obtain application forms from the office of the Dean of Students.

Virchel and Esther Wood Loan Fund

This fund is specifically for Biology students. More details can be found in the same department.

Siphiwe E. Muze Memorial Endowment Fund

This scholarship was established to benefit students pursuing studies in Biological Sciences. Allocation is made by the Student Financial Aid Committee in consultation with the Dean of the School of Science and Technology and the Chairperson of the Department of Biological Sciences. To be considered, one should have been at the University for at least three trimesters and have an overall GPA of not less than 3.0 in the Biological Science Major. This scholarship was established in memory of Mrs. Siphiwe E. Muze, former lecturer in the Department of Biological Sciences. Its availability is contingent upon donations from well wishers.

Work Program

The University provides assistance to a limited number of students through the work program. However, it should be noted that it is not possible for students to wholly rely on the work program to meet all their financial obligations to the University. Application for the work program should be made through the Student Labour Office.

Literature Evangelist Ministry

Students can earn money towards their University fees by engaging in the Literature Ministry during the holidays. This can be done in a number of territories in the Eastern-Central Africa Division, and even outside of Africa, e.g. in Scandinavian countries.

Bonus Program

The Bonus Program has been established by the University to assist students who are members of the Seventh-day-Adventist Church. Only those who meet the requirements will work. The amount they earn from work will be supplemented by a bonus which will enable the student to meet their tuition fees for the next trimester. Students who are interested should see the Dean of Students for further information.

FEES PAYMENT DETAILS

Fees payment should be made by CASH deposit into the following University's Bank accounts at Standard Chartered Bank or Kenya Commercial Bank. (Deposit can be made in any branch in Kenya)

Bank Name	Standard Chartered Bank
Bank Branch	Eldoret
Account Number	01020 – 17946900

Bank Name Kenya Commercial Bank Kapsabet Bank Branch Account Number 110 - 2037710

Bank Name **Equity Bank Bank Branch Kapsabet** Account Number 0490297227588

The original copy of the bank deposit slip is kept by the student for personal reference. The following information must be provided to the Bank ondeposit:

- The Student's full name •
- The Student's University Identity Number (New students should enter NEW in place of ID)

NB: Do not deposit Cheques and Money Orders in these accounts.

Fees payment can also be made to the University's Cashier by banker's cheque or money orders payable to the University of Eastern Africa, Baraton.

Foreign Students and Sponsors wishing to transfer fees from outside Kenya to the University's account should make the Payment in the University's US Dollar (\$) account at Kenya Commercial Bank.

The transfer information is as shown below:

Bank Name **Kenya Commercial Bank** Bank Branch **Kapsabet** Account Number 110 - 210 - 0692 Swift Code (Routing Number) KCBLKENX

The Student's full name will be required as well as the Student's University Identity number

New Students Should write NEW in the place of the number.

NOTE: For more information about the Fee payments and Fee Structure, visit our website; www.ueab.ac.ke. For fee structures, go to Links and Downloads, then select Fee Structures to download a fee structure that apply to your area/level of study.

POSTGRADUATE FEE STRUCTURE

(Fee Structure Per Trimester) **Particulars**

Cost (Ksh.)

Tuition (9 Credit hours @ Kshs. 6900 per credit) 62.100.00

Miscellaneous Fees Per Trimester

Library Fees	11,200.00
Internet Fees	3,200.00

Development Fees	3,000.00
Total Miscellaneous Fees	16,400.00
Total Tuition and Miscellaneous Fees	78,500.00

Room and Board Per Trimester

Room Fees (Two people per room)	13,400.00
Food Fees	26,950.00
Total Room and Board Fees	40,350.00

OTHER FEES Particulars

Cost (Kshs.)

*Caution Fees	1,500.00
**Graduation Fees	
(for graduating students only)	12,000.00
***Project/Thesis Fees	45,000.00
Medical Fees	1,000.00
Yearbook Fees (per year)	2,000.00
Application Fees (non-refundable)	2,500.00
Examination Fees (per paper)	1,000.00
Students' Union SABU Contribution (per yea	ar) 500.00

*Paid once on first registration and refundable after graduation **Charged only two trimesters before graduation

Useful Notes:

- 1. Fees are paid at the beginning of the trimester.
- 2. Students are required to pay for their academic field trip. The full cost of the trip will be required at least one week before the trip takes place.
- 3. A student who does not report and wishes to withdraw from the University after he/she has made any payment will be charged 10% of the amount paid.
- 4. The UEAB graduate program is based on a two-year program (for master's) and four-year program (for doctoral), further sub-divided into three trimesters per academic year, as follows:
 - a. 1st Trimester: September to December
 - b. 2nd Trimester: January to mid-April
 - c. 3rd Trimester: Mid April to July
 - d. Graduation: Mid-August

The Universities Act (Cap. 210B) Charter of the University of Eastern Africa, Baraton

A Charter to provide for the establishment, control governance and administration of the University of Eastern Africa, Baraton; and for connected purposes.

ADMINISTRATION OF THE UNIVERSITY

- 1. The Vice-Chancellor
- 2. The Deputy Vice-Chancellor, Academics
- 3. The Deputy Vice-Chancellor, Finance and Administration
- 4. The Deputy Vice-Chancellor, Student Affairs and Services
- 5. The Registrar
- 6. The Chaplain

MEMBERSHIP AND GOVERNANCE OF THE UNIVERSITY MEMBERSHIP

The Members of the University shall be;

- The Chancellor,
- The Vice-Chancellor,
- The Deputy Vice-Chancellor (DVC)-Academics
- The Deputy Vice-Chancellor (DVC)-Finance and Admin.
- The Deputy Vice-Chancellor (DVC)-Student Affairs and Services
- The Registrar of Admissions and Records,
- The Chaplain
- The Principal of each Affiliated College,
- The Members of the University Council,
- · The Professors and Lecturers of the University,
- The Librarian,
- The Students,
- Such other members of staff of the University, the alumni, or any other body formally admitted into association withthe University.

GOVERNANCE

The governance and control of the University shall rest in the following bodies:-

1. The Chancellor,

- 2. The Constituency,
- 3. The University Council,
- 4. The Administrative Board,
- 5. The University Senate, and
- 6. Faculty and Staff Committees

The Chancellor

- The President of the East-Central Africa Division (ECD) of the Seventh- day Adventist Church shall be the Chancellor
- The Chancellor shall award certificates, diplomas and degrees. In circumstances where he is unable to do so, theVice-Chancellor will award the certificates, diplomas, and degrees upon the request of the Chancellor.

The Constituency

The Constituency of the University shall have and exercise the following functions:

- a. To appoint quinquennially the non-ex-officio members of the University Council;
- b. To outline and enact the general policies controlling the University in harmony with the standards and policies of the Seventh-day Adventist church, and this Charter;
- c. To receive reports on the operation and progress of the University from the Vice-Chancellor and to determine whether the purpose and objectives for which the University was established are being met.
- d. To carry out any other business that shall be deemed necessary for the successful running of the University.

The University Council

- 1. The University Council shall consist of not more than 17 members as follows:
 - a. The ECD Field Secretary,
 - b. The Vice-Chancellor of the University as Secretary,
 - c. The East African Union (EAU) Executive Director as-

Vice-Chairperson,

- d. ECD President,
- e. ECD Executive Secretary,
- f. ECD Treasurer,
- g. The Director of Education of the East-Central Africa Division,
- h. ECD Health Ministries Director,
- i. The Director of Education of the East African Union,
- j. Alumni National Chairperson
- k. Faculty Representative recommended by the University Senate,
- I. Western Kenya Conference Executive Director,
- m. Two professionals from Kenya recommended by East African Union,
- n. A professional from Uganda recommended by Uganda Union,
- o. A professional from Tanzania recommended byTanzania Union,
- p. One Union President in addition to EAU President on two year rotation.
- 2. The Council of the University shall have and exercise the following functions:
 - a. To appoint the Vice-Chancellor as and when a vacancy arises;
 - b. To ensure the operation of the University as a whole and all its departments severally and in harmony with the general policies outlined by the Constituency,
 - c. To establish operational policies which will ensure that the purposes of the University are being realized.
 - d. To provide facilities and to maintain a physical entity adequate to meet the needs of the planned enrollment in the various academic and vocational programmes which shall be adopted;
 - e. To appoint, transfer, or dismiss administrative officers, faculty and staff members of the University and to prescribe the duties, terms and conditions that shall apply to these appointments.
 - f. To make such other appointments, paid or honorary, as may be necessary for the operation of the University;

- g. To determine the various faculty ranks and staff positions which shall apply in the University and to adopt the conditions of promotion within the ranks and positions;
- h. To set the salary and wage rates for administrative, faculty, staff and support personnel;
- i. To set the rates for tuition, board, room, fees and the policies governing financial and scholarship relationships of the students to the University.
- j. To require and adopt an annual operating budget for the University, which shall govern the financial acti ities and decisions in the operation of the University;
- K. To approve the financial record system of the University and to require an audit of these accounts annually by independent auditors;
- I. To receive, review and approve periodical financial statements of the University's operation;
- m. To administer the property and funds of the University both movable and immovable in a manner and for purposes which shall promote the best interest of the University;
- n. To receive on behalf of the University donations, endowments and grants;
- To signify the acts of the University by use of a Common Seal;
- p. To approve the composition of the major staff committees of the University;
- q. To give a report to the Executive Committee of the
- r. East-Central Africa Division of the General Conference of Seventh-day Adventists at least once a year;
- s. To perform such other functions as may be conferred upon it by this Charter and the statutes.

The Administrative Board

- 1. The Administrative Board shall consist of twelve members as follows:
 - a. Vice-Chancellor, Chairperson
 - b. The Deputy Vice-Chancellor (DVC)- Academics, Vice-Chairperson
 - c. The Deputy Vice-Chancellor (DVC)- Finance and Ad-

ministration

- d. The Deputy Vice-Chancellor (DVC)- Student Affairs and Services
- e. The Registrar, Secretary
- f. Senior Pastor of the University Church
- g. Director of Development, Public Relations and Alumni Affairs
- h. Human Resource Manager
- i. Auxiliary Enterprises General Manager
- j. Librarian
- k. One Dean of School on six-month rotation
- I. Director of Quality Assurance
- 2. The function of the Administrative Board shall be;
 - a. To make decisions regarding the day-to-day operations of the University.
 - b. To make recommendations to the University Council.
 - c. To implement Council decisions.
 - d. To handle any other matter that relates to the running of the University.

The General Faculty Assembly

- 1. The General Faculty Assembly of the University shall consist of:
 - a. Vice-Chancellor Chairperson.
 - b. The Deputy Vice-Chancellor, Academics; Vice-Chairperson.
 - c. Registrar-Secretary.
 - d. The Deputy Vice-Chancellor, Finance and Administration.
 - e. The Deputy Vice-Chancellor, Student Affairs and Services.
 - f. Director of Development, Public Relations and Alumni Affairs.
 - g. Senior Pastor of the University.
 - h. Librarian.
 - i. Deans of Schools.
 - j. Chairpersons of academic departments.
 - k. A representative from each school elected by the faculty of the school.

- I. Human Resource Manager.
- m. Director of Affiliations, Linkages and Extension Programmes.
- n. Director of Graduate Studies and Research.
- o. Chief Accountant.
- p. Auxiliary Enterprises General Manager.
- q. President, Student Association.
- r. Secretary General, Student Association.
- s. Director, Quality Assurance.
- 2. The Senate shall have and exercise the following functions:
 - a. To consider and set policies on broad University issues;
 - b. To recommend annual budget to the University Council;
 - c. To propose statutes on social, spiritual, and academic policies;
 - d. To receive reports on the operation of any aspect of the University;
 - e. To receive reports from faculty members who are engaged in research projects;
 - f. To approve such candidates for degrees, diplomas etc. as may be recommended by the schools;
 - g. To consider such other matters as may be delegated to it by the University Administration.

Committees

The University Council may, by statute, establish such Committees as are necessary for the efficient discharge of the functions of the University.

Statute

In performance of its functions under the University of Eastern Africa Baraton Charter 1991, the University Council makes the following statutes for the governance, control and administration of the University.

These statutes shall be cited as the University of Eastern Africa Statutes 1991, and shall come into effect on 29 March 1991 and upon approval of subsequent amendments by the Commission for Higher Education or the Government of the Republic of Kenya.

STATUTE I

Definitions

The terms in these Statutes shall be defined in context or in accordance with the definitions such terms have in the Charter.

STATUTE II The Chancellor

The Chancellor is the President of the East-Central Africa Division and shall hold office concurrently with and throughout the duration of his appointment as President of ECD of Seventhday Adventists.

STATUTE III The Vice-Chancellor

- 1. The Vice-Chancellor shall be appointed quinquinially by the University Council on such terms and conditions of service as the Council may prescribe.
- 2. The Vice-Chancellor shall be the Chief Administrative and Academic head of the University.
- 3. The Vice-Chancellor shall be the Secretary of the University Council.
- 4. The Vice-Chancellor awards certificates, diplomas and degrees in the absence of the Chancellor, upon the la ter's request.
- 5. The Vice-Chancellor may assign or delegate any of his

duties to a committee or to a member of the University faculty or staff and may withdraw any such delegation or assignment at will.

6. The Vice-Chancellor shall by virtue of his office, be a member of every committee functioning in the University.

STATUTE IV

The Deputy Vice-Chancellor, Academics

- 1. The Deputy Vice-Chancellor-Academics, shall be a pointed by the University Council on such terms and conditions of service as the Council may prescribe.
- 2. The Deputy Vice-Chancellor, Academics' primary function shall be in the area of academic administration.
- 3. The Deputy Vice-Chancellor-Academics shall be an exofficio member of every committee of the University that deals with academic related issues.
- 4. The Deputy Vice-Chancellor-Academics reports to the Vice-Chancellor.
- 5. The term for Deputy Vice-Chancellor, is 4 years.

STATUTE V

The Deputy Vice-Chancellor, Finance and Administration

- 1. The Deputy Vice-Chancellor, Finance and Administration shall be appointed by the University Council on such terms and conditions of service as the Council may prescribe.
- 2. The Deputy Vice-Chancellor, Finance and Administration's primary function shall be in the area of finance and administration.
- 3. The Deputy Vice-Chancellor, Finance and Administration reports to the Vice-Chancellor.
- 4. The term of Deputy Vice-Chancellor, Finance and Administration is 4 years.

STATUTE VI

The Deputy Vice-Chancellor, Student Services

- The Deputy Vice-Chancellor, Student Affairs and Services shall be appointed by the University Council on such terms and conditions of service as the Council may prescribe.
- 2. The Deputy Vice-Chancellor, Student Affairs and Services' primary function shall be in the area of student social services, accommodation, and deportment.
- 3. The Deputy Vice-Chancellor, Student Affairs and Services reports to the Vice-Chancellor.
- 4. The term for Deputy Vice-Chancellor, Student Affairs and Services is 4 years.

STATUTE VII

The Senior University Pastor

- 1. The Senior University Pastor shall be appointed by the University Council on such terms and conditions of service as the Council may prescribe.
- 2. The Senior University Pastor's primary function is to provide spiritual leadership and to coordinate all religious activities of the University.
- 3. The Senior University Pastor shall be an ordained minister of the Seventh-day Adventist Church,
- 4. The Senior University Pastor is responsible to the Vice-Chancellor for the following functions:
 - I. Serves as the senior pastor of the University Church in accordance with the Church Manual and the policies of the Seventh-day Adventist Church and Western Kenya Conference of Seventh-day Adventists.
 - a. Works with the elected leaders of the Church in planning and implementation of all the services of the Church.
 - b. In consultation with the Vice-Chancellor, prepares a sermonic year for the Church and models for the students a well ordered pulpit and Church program.
 - c. Serves as a liaison between the University Church and the Western Kenya Conference of Seventh-Day Adventists.

- II. Provides specialized services to the University faculty/ staff and students:
 - a. Teaches up to four credit hours per trimester as may be requested by the University administration.
 - b. Leads out in visitation, weddings, funerals, baptisms, counseling (pre-marital, marital, career, spiritual, psychological) etc.
 - c. Provides periodic written Reports to the Universityadministration.
 - d. Serves as a member of the following committees: Religious Activities (Chairperson)
 - Administrative Board
 - Academic and Senior Staff Appointments
- III. Carries out any other duties as may be specified by the Administrative Board.
- 5. The term for Senior University Pastor is 4 years.

STATUTE VIII

The Chaplain

- 1. The Chaplain shall be appointed by the University Council.
- 2. The Chaplain is responsible to the Senior University Pastor for the ministry to the students.
- 3. The Chaplain has the following major duties;
 - a. Teaches at least 4 credit hours as may be requested by administration.
 - b. Leads out in student visitation, counseling (premarital, marital, career, spiritual, psychological) etc.
 - c. In consultation with the Senior University Pastor, prepares a sermonic year for the daily worship save midweek worship, Friday and Sabbath programmes.
 - d. Provides specialized ministerial services to the students.
 - e. Provides written reports to the University Administration.
- 4. The Chaplain shall serve as a member of the following Committees:
 - a. Student Aid
 - b. Student Disciplinary

- c. Admissions
- d. Graduation
- e. Student Affairs

STATUTE IX

The Registrar

- 1. The Registrar shall be appointed by the University Council on such terms and conditions of service as the Council may prescribe.
- 2. The Registrar chairs the admissions committee.
- 3. The Registrar authenticates students' satisfactory fulfillment of graduation requirements.
- 4. The Registrar reports to the Deputy Vice-Chancellor, Academics.
- 5. The Registrar shall be the Secretary to the Administrative Board.
- 6. The term for the Registrar is 4 years.

STATUTE X Principal of an Affiliated College

The Principal of an affiliated college or his/her appointee is the liaison officer between the University and the affiliated college.

STATUTE XI Academic Dean

The Dean shall be appointed by the University Council on such terms and conditions of service as the Council may prescribe. The Dean of a School is the chief academic officer of the School and reports to the Deputy Vice-Chancellor, Academics. The term for the Academic Dean is 3 years.

STATUTE XII Chairperson of a Department

The Chairperson of a department shall be appointed by the University Council on such terms and conditions of service as the Council may prescribe. He is the chief academic officer of the Department and reports to the Academic Dean. The term for the Chairperson is 2 years.

STATUTE XIII The Librarian

The Librarian shall be appointed by the University Council on such terms and conditions of service as the Council may prescribe. The Librarian directs the total operation and services of the library and shall be responsible to the Deputy Vice-Chancellor, Academics.

STATUTE XIV

Terms and Conditions of Service of Staff

The University Council shall appoint and prescribe the duties, term, and conditions of service of such academic and administrative staff (whether paid or honorary) as it may deem necessary for the efficient functioning of the university. In addition, the Council may transfer or discharge administrative officers, faculty, and staff members as and when it deems necessary.

STATUTE XV

The University Council

- 1. The membership, powers, and functions of the University Council shall be as prescribed in the University of Eastern Africa, Baraton Charter, 1991.
- The University Council shall meet at least twice during an academic year and one of these meetings shall be on the campus of the University. The quorum shall be a simple majority of the total membership.
- 3. Decisions of the Council shall be by a simple majority vote of those present and voting, provided that the chairman of the Council shall have an original and a casting vote.
- 4. The Chairman, may at any time, call a meeting of the Council, and shall call a meeting within 30 days of receiving a request for that purpose addressed to him and signed by at least a third of the membership of the Council.
- 5. The Council may, subject to such limitations as it may think fit, delegate any of its duties to the Chairman or to committees consisting of such members of the Council and other persons as it may think fit. The Council may empower any such committee to act jointly with any other committee provided that the Council shall not delegate

to the Chairman or to a committee the power to approve without further reference to the Council, the Annual Operating Budget.

- 6. The Chairman, or in his absence, a Vice-Chairman, shall preside at all meetings of the Council.
- 7. The Council may, at the discretion of the Chairman, transact any business by the circulation of papers or electronic mail and any decision so taken shall be submitted for ratification at the next meeting of the Council.
- 8. The Secretary of the Council shall keep the minutes of the Council's deliberations, which must be ratified at a subsequent meeting.

STATUTE XVI

The Subcommittees of the Council

The Council shall have the right to create subcommittees which shall include but not limited to the following: Academic, Finance and Development, Student Affairs and Services and Spiritual Affairs.

STATUTE XVII

- 1. The Administrative Board manages the day-to-day operations of the University and shall meet at least twice a month.
- 2. A guorum of the Administrative Board shall be a simple majority of its membership.

STATUTE XVIII

The Senate

- 1. The powers and functions of the Senate are as prescribed in the University of Eastern Africa Baraton Charter, 1991.
- 2. The Senate shall meet at least once a trimester.

STATUTE XIX

Departments, Institutes and Schools

There shall be such Departments, institutes and Schools within the University as the Council may from time to time decide. The University Master Plan calls for the establishment of the following schools:

Applied Sciences and Technology

- a. Agriculture
- b. Industrial Technology
- c. Family and Consumer Science
- d. Computer Science

Business

- a. Accounting
- b. Economics
- c. Finance
- d. Management
- e. Marketing
- f. Secretarial Studies

Education

- a. Adult
- b. Elementary
- c. Guidance & Counseling
- d. Secondary

Graduate Studies

Health Sciences

- a. Biomedicine
- b. Medical Laboratory Science
- c. Medical Technology
- d. Medicine
- e. Nursing
- f. Public Health

Natural Sciences

- a. Biology
- b. Mathematics
- c. Chemistry
- d. Physics

Humanities and Social Sciences

- a. English
- b. Development Studies
- c. French

The Administrative Board

- d. Geography
- e. History
- f. Kiswahili
- g. Music
- h. Religion
- i. Theology

Medicine

Dentistry

Computing and Information Technology

Theology and Religious Studies

STATUTE XX The Student Association

- A Student Association may be organized each academic year on the basis of democratic elections of the student leaders by the students themselves as shall be outlined in the constitution of the Student Association of the University observing the following:
 - a. The top student leadership (officers) of the Student Association shall be elected by the students directly from the general student body. The Student Association leader shall be a member of the Seventhday Adventist Church.
 - b. Each academic department shall have one representative on the Student Association for every 100 students or major fraction thereof, provided that each department shall have at least one representative regardless of enrolment.
- The purpose of the Student Association shall be to provide students orderly avenues through which they can share concerns and suggestions with the University administration.
- 3. The Student Association shall have two faculty advisors appointed by the Administrative Board, in consultation with the student leadership.
- 4. The Student Association shall function under the jurisdic-

tion of the DVC - Student Affairs and Services.

STATUTE XXI

Committees

- 1. The Council shall create or dissolve committees as the need may arise.
- 2. The following committees and any other that the Council may deem necessary shall function regularly in the implementation of the educational objectives of the University:
 - a. Academic Standards Committee: sets and monitors the standards for curricular and academic matters.
 - b. Admissions Committee: Implements the admission process.
 - c. Affiliations: handles all affiliation matters.
 - d. Appointments and Promotions Committee: carries out the faculty and staff recruitment process and make recommendations to administration; deals with academic ranking and promotion and makes recommendations to the Administrative Board.
 - e. Audit Review Committee: Reviews financial audit reports and reports findings to the Council.
 - f. Auxiliary Enterprises Board: Monitors the performance of auxiliary enterprises and makes recommendations to the Administrative Board.
 - g. Building and Development: Advises the administration on the construction of physical structures.
 - h. Land Improvement and Campus Beautification Committee.
 - i. Campus Security Committee: Monitors and advises the administration on the security situation on campus.
 - j. Development and Public Relations Committee
 - k. Faculty and Staff Grievance Committee
 - I. Faculty & Staff Social Committee
 - m. Graduate Studies Committee: Coordinates all graduate studies activities
 - n. Graduation Committee: Plans and coordinates all graduation activities
 - o. HIV/AIDS Committee: Creates HIV/AIDS awareness, offers counseling and support and creates channels of

referral for the infected and affected members of the University Community and its environs.

- p. Library Committee: advises the Librarian on matters pertaining to the efficient operation of the Library.
- q. Non-Academic Appointments and Promotions Committee.
- r. Planning and Budget Committee: Carries out budgeting and financial planning and make recommendations to Council through the Administrative Board.
- s. Peer Counseling Advisory Committee
- t. Publications Board
- u. Religious Activities Committee: Coordinates the religious activities of the University within the framework of the tenets of the Seventh-day Adventist Church.
- v. Research Ethics Committee
- w. Research and Professional Growth Committee: coordinates and facilitates research and professional growth activities for faculty and staff.
- x. Senate
- y. Student Affairs and Services Committee: advises the Administration on the non-academic aspects of student life, e.g. accommodation, deportment, recreation, etc.
- z. Students Aid Committee: handles aid to worthy and needy students.
- aa. Student Disciplinary Committee: handles student disciplinary cases and advises the administration accordingly.
- ab. Student Work Programme Committee: Coordinates student work programme activities
- 3. The University Council may, from time to time, approve or discontinue other committees as it sees fit.

STATUTE XXII Admission Criteria

- 1. The admission criteria shall be determined from time to time in line with government regulations, by the University Council upon recommendation by the University administration.
- 2. International Applicants must satisfy all Immigration for-

malities in force and obtain a Pupil's Pass from the Kenya Immigration Department.

- Admission is subject to character recommendations and the availability of classroom and residence accommodations.
- 4. From time to time, the University shall prescribe the level of performance that will be accepted as minimum qualifications for entry into any level of University program.

STATUTE XXIII Graduate Programs

- 1. Candidates for Admission to Graduate programs must fulfill admission requirements which will be in force at the time of application.
- 2. For master's degrees, applicants must hold a bachelor's degree from UEAB or an equivalent qualification from other institutions recognized by UEAB.
- The University, from time to time, shall prescribe the level of performance in the bachelor's program that will be accepted as minimum qualification for entry into a master's program.

STATUTE XXIV Designation of Degrees

 The University shall have power to confer the following degrees:

To Be Denoted By The Following Letters:

School of Applied Science and Technology

B.Sc.
B.ScIT
B.T.
M.Sc.
PhD
D.Sc.

School of Business

Bachelor of Business Administration	BBA
Master of Business Administration	MBA

Doctor of Philosophy

PhD

School of Education

Diploma in Education	
Post-Graduate Diploma in Education	
Bachelor of Arts BA	
Master of Arts MA	
Doctor of Education Edl	C
Doctor of Philosophy Phi	C

School of Health Sciences

Bachelor of Science	BSc
Bachelor of Public Health	BPH
Master of Science	M.Sc
Master of Public Health	MPH

School of Humanities and Social Sciences

Bachelor of Arts	BA
Bachelor of Law	LLB
Master of Arts	MA
Doctor of Philosophy	PhD

School of Medicine

Bachelor of Medicine and	
Bachelor of Surgery	MBChB
Pharmacy	
Master of Medicine	

School of Natural Sciences

Bachelor of Science	B.Sc
Master of Science	M.Sc
Doctor of Philosophy	PhD

School of Theology and Religion

BA
MA
MDiv
MPS
DMin
PhD

2. Every degree certificate shall incorporate a brief description of the course or subject of specialization.

STATUTE XXV

Awarding Degrees, Diplomas, Certificates

- The University shall award degrees to students who have qualified for admission to certain degree levels, the standards of which are established for each program by respective schools and ratified by the University Council.
- Upon the approval of the Senate, the University shall award degrees to students who will have satisfactorily fulfilled the requirements for each particular degree offered as established by respective schools and ratified by the University Council.
- 3. The University may grant honorary degrees for meritorious achievement. A recommendation to grant an honorary degree shall originate from the Senate and shall be presented by the Vice-Chancellor to the University Council for approval. The criteria for granting honorary degrees shall be formulated by the Senate and approved by the University Council.

STATUTE XXVI

Conferring Degrees

- Graduation ceremony of the University of Eastern Africa Baraton shall be held at least once a year and shall be presided over by the Vice-Chancellor or any other person nominated by the Vice-Chancellor in consultation with the Chancellor.
- 2. Degrees shall be conferred by the Chancellor at the Graduation Exercise.
- 3. A candidate shall not be granted a degree, other than an honorary degree, unless the candidate has paid such fees as may be prescribed by the Council, and unless the Registrar has authenticated that such candidate has fulfilled all the requirements prescribed for such degree.
- The procedure for conferring of degrees, the regalia to be worn and all other matters regarding Graduation Exercise shall be determined by the Senate and approved by the University Council.

STATUTE XXVII Revocation of Degrees

The University reserves the right to revoke any degree, diploma or certificate upon evidence to warrant the cancellation.

STATUTE XXVIII

University Examinations

- 1. The University Examinations shall be conducted under the control of the Academic Standards Committee.
- 2. The Academic Standards Committee shall promulgate regulations which will safeguard the Academic integrity of the University.
- 3. In the event of any alleged examination irregularity, the Academic Standards Committee shall investigate the case and report it to the Vice-Chancellor for action on behalf of the Senate; provided the aggrieved party shall always be given a hearing.

STATUTE XXIX

Financial Regulations

- 1. All the funds, assets and property, movable and immovable, of the University shall be managed and utilized by the Council in accordance with the University Charter, 1991, through the office of the Deputy Vice-Chancellor, Finance and Administration.
- 2. Sources of funds shall be:
 - a. Annual grants and appropriations from the East-Central Africa Division of the General Conference of Seventh-day Adventists.
 - b. Endowment, gifts and trust funds.
 - c. Tuition and fees.
 - d. Income from University auxiliary enterprises and investments.
- 3. The financial year of the University shall be the period of twelve (12) months commencing July 1 of a given year and ending June 30 of the following year.
- 4. Before the commencement of a financial year, the Vice-Chancellor shall through the office of Deputy Vice-Chancellor, Finance and in consultation with the Deputy Vice-Chancellor, Academics and other personnel, pre-

pare a budget detailing the estimated revenues and expenditures during the financial year.

- 5. The Annual budget shall be presented to the University Council for approval prior to the beginning of the new financial year.
- 6. The Deputy Vice-Chancellor, Finance shall provide members of the Administrative Board and the University Council with a detailed monthly statement of all revenues and expenditures.
- 7. The accounting records of the University shall be audited regularly by the General Conference Auditing Services.
- 8. The University shall have the right to withhold the conferment of any degree, certificate or award, or the release of any transcripts of Academic record until any outstanding fees are settled with the University.

STATUTE XXX Gender Equity

Gender equity shall be maintained at all levels of administration and governance.

STATUTE XXXI Miscellaneous

- 1. These statutes shall go into effect on the day after the day the University of Eastern Africa, Baraton Charter has been awarded.
- 2. The University Council may amend, nullify or add any Statute as and when it deems fit/necessary.
- 3. The University Council reserves the right to create any office that it shall deem necessary for the proper functioning of the University.

Administration of the University

The Vice-Chancellor

The Vice-Chancellor shall be the administrative and Academic Head of the University

The Deputy Vice-Chancellor, Academics

The Deputy Vice-Chancellor, Academics shall have such functions and powers as the University Council may, by statute, define.

The Deputy Vice-Chancellor, Finance and Administration

The Deputy Vice-Chancellor, Finance and Administration shall be the Chief Financial Officer of the University

The Deputy Vice-Chancellor, Student Affairs and Services

The Deputy Vice-Chancellor, Student Affairs and Services shall be responsible for all student services other than those related to finances.

The Registrar

The Registrar of Admissions and Records shall have such functions and powers as the University Council may, by statute, define.

Administrators

Miriam Mwita Gude Korso Butucha Dani Harelimana Paul Wahonya Noah Angwenyi Vice-Chancellor, VC DVC, Academics DVC, Finance and Administration DVC, Student Affairs and Services Registrar

Associate Administrators

Alfeo Ateka James Ouma Peter Bwana Chief Accountant Senior Pastor Human Resource Manager Helekiah Moracha

Yona Balyage Benjamin Butuk

Assistants in Administration

Amon Chepkwony	Director of Corporate Affairs
Erastus Odira	Medical Director
Rei Kesis	Dean of Men
Concepcion Siglos	Food Service Manager
Pauline Njine	Dean of Women
Donnah Okumu Ndiege	Development Officer

Administration Assistants

Maweu Cosmos Jovicto Banaga

Venancio Monta Samson Ooko Elaine Kansiime

Alice Ouma Paul Kirwa

Deans of Schools

Abraham Idowu Lazarus Ndiku Dixon Anjejo Lameck Miyayo Zachariah O. A. Ngalo School of Business School of Education School of Health Sciences School of Humanities and Social Sciences School of Science and Technology

Acting Physical Plant Manager

Assistant Registrar, Records

Assistant Registrar, Registration

Assistant Registrar, Admissions

Laundry Services)

Farm Manager

and Examination

Senior Accountant

Manager (Bookstore, Supermarket, Community Center, Photocopy and

Directors of Other Academic Services

Acting Director of Development and Alumni Affairs General Manager, Auxiliary Enterprises Director of Quality Assurance Acting Chief Librarian

Beatrice Idowu	Ellen G. White and
	Adventist Heritage Research
	Center Director
Elizabeth Role	Director of Graduate Studies and
	Research
Tumaini Lisso	Quality Assurance Officer
-	Director of Affiliations, Linkages and
	Extension Program

Vice-Chancellors who have served the University

Dr. Percy Paul 1980-1982 1983-1988 Dr. Svein Mykelbust Dr. Roland McKenzie 1989-1992 Dr. Mishael Muze 1993-1995 1996-2003 Prof. J. K. Mutinga Prof. T. McDonald 2004-2006 Dr. Nathaniel Walemba 2007-2010 Prof. Miriam Mwita 2011-

Faculty Listing

Anjejo, [Dixon	1991	De la Torre, Mabel	2013
	Senior Lecturer in Public Health		Lecturer in Health Sciences	
	Diploma, Egerton University		BSc, Manila Central University, Philippines	
	BSc, University of Eastern Africa, Baraton		BscN, La Salette University, Philippines	
	MSc, Moi University		MD, Manila Central University, Philippines	
	DrPH, Loma Linda University, USA		MPH, Adventist International Institute of	
	,		Advanced Studies, Philippines	
Balyage	, Yona	2003		
	Associate Professor in Education		Francis, Ramesh	2009
	BLA, Spicer Memorial College, India		Senior Lecturer in Biology	
	MA, Philippine Union College, Philippines		BSc, Bharathiar University, India	
	PhD, Central Luzon State University, Philipp	ines	MSc, Bharathiar University, India	
			MPhil, Bharatiar University, India	
Banaga	, Corazon	2004	PhD, Bharathiar University, India	
0	Associate Professor in Management		,	
	BSc, Philippine Union College, Philippines		Hotamo, Fanta	2005
	MBA, Philippine Christian University, Philippi	ines	Lecturer in Curriculum and Teaching	
	PhD, University of Santo Thomas, Philippine		BEd, Adventist University of the Philippines	
			MEd, Adventist University of the Philippines	
Barongo	o, Asenath	2006	PhD, Central Luzon State University, Philippi	ines
0	Lecturer in Public Health		, , , , , , , , , , , , , , , , , , ,	
	BSc, Moi University		Idowu, Abraham Olugbenga	1996
	MPH, Moi University		Associate Professor of Information Systems	
	PhD in progress, Kuopio University, Finland		BSc (Hons.), University of Ibadan, Nigeria	
			MSc (Numerical Computations), University o	f Ibadan,
Bwonda	, Daniel	2005	Nigeria	
	Lecturer in Finance		MIEEE	
	BSc, Jersey City State College, USA			
	MBA, Johns University, NY, USA		Kimeto Ting'ei, Pamela (Study Leave)	2000
	PhD in progress, University of Nairobi		Lecturer in Nursing	
			BScN, University of Eastern Africa, Baraton	
De la To	rre, Hilario	2013	MScN, University of Nairobi	
	Lecturer in Public Health		PhD in Progress, Virginia University, USA	
	BA, Mountain View College, Philippines			
	MPH, Adventist University of the Philippines		Korso Gude Butucha	2013
	DrPH, Adventist University of the Philippines		BLA, Spicer Memorial College, India	

MA, Andrews University (Spicer Memorial College Campus), India PhD, Adventist International Institute of Advanced Studies, Philippines			BBA-Accounting, Mountain View College, P MM, Liceo de Cagayan University, Philippin PhD, Liceo de Cagayan University, Philippin	es
Lee, Darla Lecturer in Nursing BSN, Walla Walla University, USA MSN, Saginaw Valley State University, USA MPH, Loma Linda University, USA	2002	Muchee	, Tabitha Senior Lecturer in Family and Consumer Sc BA, University of Eastern Africa, Baraton MSc, Central Luzon State University, Philipp PhD, University of the Philippines, Philippine	oines
Lisso, Tumaini Lecturer in Mathematics BSc Ed, MSc, University of Dar-es-Salaam DEA, Rene Descartes University (Paris V)	1993	Munyika	ombo, William Assistant Lecturer in Biology BSc, University of Eastern Africa, Baraton MSc, University of Nairobi PhD in progress, University of Nairobi	2010
Mambo, Richard Lecturer in Management BBA, University of Eastern Africa, Baraton MBA., Aston University, United Kingdom PhD. in progress, University of Nairobi	2011	Ndiege,	Joshua Senior Lecturer in Information Systems BCom, Agra University, India MECom, Agra University, India MComIS, University of Fort Hare, South Afri PhD in progress, University of Fort Hare, South	
Marwa Morara, Immaculate (Study Leave) Assistant Lecturer in Nursing BScN, University of Eastern Africa, Baraton MScN, University of Eastern Africa, Baraton PhD in Progress, University of Kwazulu- Natal, South Africa	2003	Ndiku, L		1997
Miyayo, Lameck M. Senior Lecturer in Theology BA in Theology, Andrews University (UEAB MA, Adventist International Institute of Advar Studies, Philippines PhD, Adventist International Institute of Advar Studies, Philippines Monta, Allen	nced	Ndiku, M	•	2000 Is)
Lecturer in Accounting and Management Certified Public Accountant, Philippines	2010	Njeru, N	lary Lecturer in Nursing	2003

1993

BScN, University of Southern Africa, South Africa MCur, University of Southern Africa, South Africa

Nyaundi	, Nehemiah Associate Professor in Religion BTh, Bugema Adventist College, Uganda MA, Newbold College, UK MTh, University of Lund, Sweden ThD, University of Lund, Sweden	1996
Odek, S	alome Lecturer in Education BSE, Philippine Union College, Philippines MA, Philippine Union College, Philippines PhD, Adventist International Institute of Adva Studies, Philippines	1999 inced
Odira, E	rastus Lecturer in Health Sciences MBChB., University of Nairobi MMed., University of Nairobi MBCH/MPH., Loma Linda University, USA	2004
Ogot, He	ellen Assistant Lecturer in Biology B.Sc, Maseno University M.Sc, Jomo Kenyatta University of Agricultur Technology PhD in Progress– University of Nairobi	2012 Te and
Ojunga,	Micaiah Lecturer in Biology BSc, University of Eastern Africa, Baraton PGD, Kenyatta University MSc, Ecology, Moi University PhD, in progress, Moi University	2007
Omamb	ia, Benard Assistant Lecturer in Public Health BSc, Moi University	2009

MA, Moi University

	Senior Lecturer in Economics BA, University of Nairobi BPhil, University of Nairobi MSc, University of Missouri, Columbia, USA PhD, Moi University	
Otieno-A	Ayayo, Z. Ngalo Associate Professor in Biology BSc, Poona University, India MPhil, Moi University PhD, Ben Gurion University of the Neger, Isr	2008 ael
Owino, J	loyce	2013
	Senior Lecturer in Nursing Diploma in Professional Studies (Nursing), U of East London, UK MA, Reading University, UK PhD, Great Lakes University, Kenya	Iniversity
Role, Eli	zabeth Professor in Mathematics Education BSE, Philippine Union College, Philippines MAT, University of the Philippines, Philippine PhD, University of the Philippines, Philippine	
Role, Je	sse Associate Professor in Electronics BA, Philippine Union College, Philippines BSIE, Guzman Institute of Technology, Philip MATTE, Technological University of the Phili Philippines PhD TM, Technological University of the Phil Philippines	ppines,
Tieng'o,	William Senior Lecturer in Management BS, Andrews University, USA (UEAB Campu	2006 is)

Ondari, William

MA, Tilak Maharashtra University, India

116 GRADUATE STUDIES

PhD, University of Santo Tomas, Philippines

Wahonya, Paul

1995

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