



THE ESSENTIAL GUIDE

ADVENTIST UNIVERSITY OF AFRICA

Developing Leaders

**ACADEMIC BULLETIN
2019 - 2022**





2019 Graduation Ceremony: AUA has graduated approximately 700 graduates since its founding in 2006

WHY CHOOSE ADVENTIST UNIVERSITY OF AFRICA?

Accredited Degrees

Earn degrees accredited by the Commission for University Education (CUE), International Board of Education (IBE), and Accrediting Association of Adventist Schools, Colleges and Universities (AAA). The degree earned at AUA is recognized worldwide.

Academic Standards

Learn with International Professors of high repute who are interested in you as a student.

International Flavour

Make friends from different nationalities on a campus that is small enough to maintain a family atmosphere.

Congenial Setting

The University is located on a pristine land, a countryside setting that provides a very congenial environment for academic work and personal meditation.

Christian Community

Study with other Christians in a Seventh-day Adventist University. Here, the whole University family cares for one another with Christian love. Here you will experience the “Very, Very Unique” (AUA) Christian and human touch to academic pursuit.

Value for Money

You will get more than your money’s worth at Adventist University of Africa.

KNOW YOUR Academic Bulletin

It is your Survival Guide at AUA

ADVENTIST UNIVERSITY OF AFRICA

ACADEMIC Bulletin



Location

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Welcome to the Adventist University of Africa: This General Conference of Seventh-day Adventist institution serves the three Divisions and all countries on the continent of Africa

VICE-CHANCELLOR’S WELCOME

Greetings students, friends and supporters of AUA:

AUA is poised to face the challenges of Christian Education on the continent of Africa and in the global community. We have brilliant, committed, respected Bible-based educators—both at the main campus in Nairobi, located on the lovely Advent Hill, and at our Extension Sites spread across the continent of Africa. These educational leaders are committed to facilitating the educational dreams of countless men and women dedicated to leadership, service and integrity.

Over the last several years, AUA has devoted quality time and ample resources to developing our faculty and student services, successfully fulfilling all accreditation requirements, totally renovating and upgrading ICT and establishing online education opportunities in our two schools and the new Centre for Continuing Education. We have diligently enhanced campus facilities, built a new state-of-the-art Multipurpose Complex and established an ongoing, robust scholarship fund and work-study programme for deserving students. AUA is prepared to face the future.

All the planning and work of AUA has one goal: to educate students for now and for eternity. You, our students, are the great treasure of AUA. We value the choice you made to obtain your graduate education at AUA and look forward to you achieving your educational goals.

As you contemplate your current and future educational needs, make AUA your 1st choice. Not only will you receive a world-class education, but you will also receive daily inspiration on developing the four AUA *S-Dimensions*:

Scholars to commence and complete a degree or certification of your choice and to be consummate life-long learners and leaders.

Supporters who love, lead and interact with others by sharing and networking with faculty, staff and fellow-students.

Strategists who are committed to critically thinking through the issues of life, leadership, church, and society with paradigm changing solutions.

Servants who follow in the footsteps of Christ to provide loving service to God and humanity.

May God’s providence lead you at AUA as you prepare for service in this life and the life to come.

Asante sana,

Grace and peace to you,

Delbert W. Baker, PhD

Vice Chancellor



LEADERSHIP SPONSORS

General Conference of the Seventh-day Adventist Church

a: Silver Spring, Maryland

e: info@contact.adventist.org

w: www.adventist.org



East-Central Africa Division of the Seventh-day Adventist Church

a: Nairobi, Kenya

e: info@ecdadventist.org

w: www.ecdadventist.org



Southern Africa-Indian Ocean Division of the Seventh-day Adventist Church

a: Pretoria, South Africa

e: info@sid.adventist.org

w: www.sidadventist.org



West-Central Africa Division of the Seventh-day Adventist Church

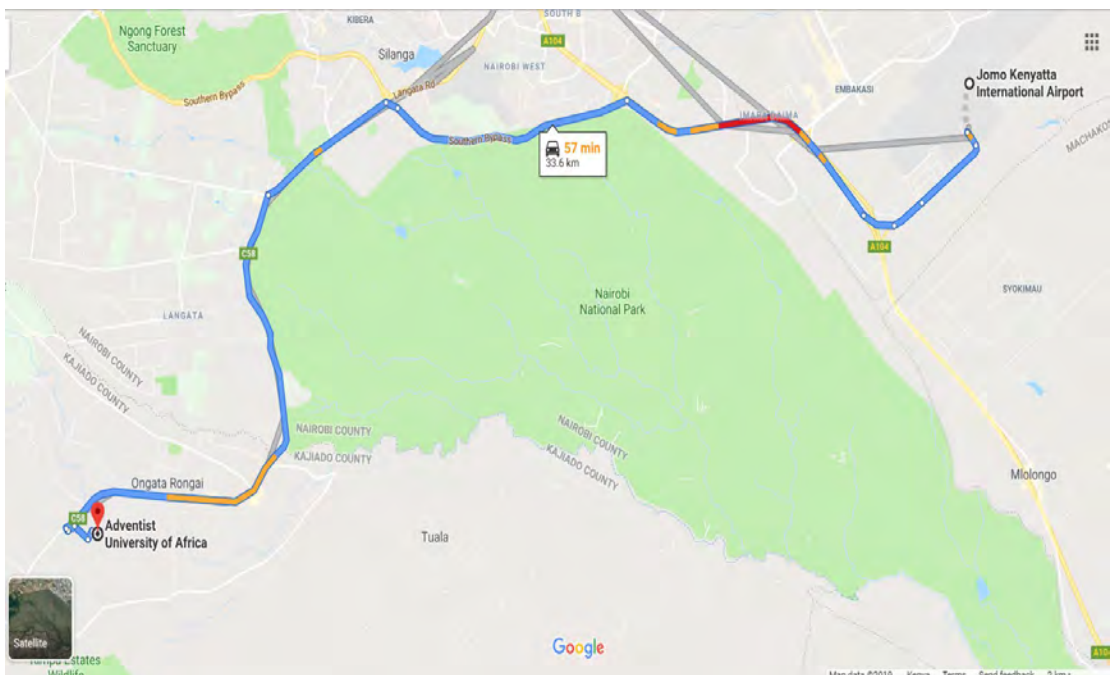
a: Cocody, Abidjan, Cote d'Ivoire

e: info@wad-adventist.org

w: wad.gcnetadventist.org



REGIONAL MAP



Directions to the Campus from Jomo Kenyatta International Airport

On exiting the airport area, get on Mombasa Road/A104 from Airport S Rd and B10. Continue on Mombasa Road/A104. Take Southern Bypass. Take the ramp to Karen/C63/O'Rongai/C58. Merge onto Langata Rd. At the roundabout, take the 1st exit onto Magadi Rd/C58. Drive along Magadi Rd/C58 toward Ongata Rongai town. The campus is on the left side of the highway just 2 kilometres after Ongata Rongai.

Directions to the Campus by Public Transport

About 150 metres from the Nyayo Stadium roundabout on Langata Road, take the *matatu* (the famous Kenyan public transport van) number 126 going to Kiserian. Ask the conductor to drop you off at Maxwell, Adventist, ECD, or AUA—they share a common main gate.

ARIEL VIEW OF CAMPUS



Adventist University of Africa Campus and Surroundings

AUA shares a campus with several other Adventist institutions on a property known as Advent Hill. These institutions include the East-Central Africa Division of Seventh-day Adventists (ECD), General Conference Auditing Service (GCAS), Maxwell Adventist Academy (MAA), Advent Hill Primary School, and Adventist Development Relief Agency (ADRA) Africa.

UNIVERSITY CALENDAR

OFFICIAL HOLIDAYS	YEAR			
	2019	2020	2021	2022
New Year's Day	Jan 1	Jan 1	Jan 1	Jan 1
Good Friday	Mar 19	April 10	April 2	April 15
Easter Monday	Mar 22	April 13	April 5	April 18
Labour Day	May 1	May 1	May 1	May 1
Self-Governance Day	June 1	June 1	June 1	June 1
Eid Al Fitr Day	July 6	May 24	July 19	May 4
Feast of the Sacrifice	Sept 13	July 30	July 19	July 10
Heroes Day	Oct 20	Oct 20	Oct 20	Oct 20
Independence Day	Dec 12	Dec 12	Dec 12	Dec 12
Christmas Day	Dec 25	Dec 25	Dec 25	Dec 25
Boxing Day	Dec 26	Dec 26	Dec 26	Dec 26

Some dates may change from year to year

OTHER IMPORTANT MEETINGS

Meeting	Location	2019	2020	2021	2022
AUA Council	AUA	April 23-24	April 28-29		
AUA Graduation	AUA	June 14-16	June 14	June 13	
AAA Visit	AUA		April 22-24		
ECD Higher Education		April 28	April 26		
ECD Mid-Year	ECD	April 29-30	April 27-28		
ECD End of Year	ECD	Nov 4-5	Nov 2-3		
SID Mid-Year	Pretoria	May 8-12	May 4-12		
SID End of Year	Pretoria	Nov 4-12	Nov 2-10		
WAD Mid-Year	Abidjan	May 6-7	May 4-5		
WAD End of Year	Abidjan	Nov 5-7	Nov1-4		
GC Spring Meeting	Silver Spring, MD	April 9-10	April 14-15		
AUA Council	AUA	Oct 10	Oct 8		
GC Annual Council	Silver Spring, MD	Oct 8- 9	Oct 6-8		
IBE/IBMTE	Silver Spring, MD	April 1-2	April 7		
IBE/IBMTE	Silver Spring, MD	Oct 8	Oct 6		

LIST OF ABBREVIATIONS

AUA	Adventist University of Africa
CGPA	Cumulative Grade Point Average
DMin	Doctor of Ministry
DVC	Deputy Vice-Chancellor
ECD	East-Central Africa Division
GC	General Conference of Seventh-day Adventists
IBE	International Board of Education
IBMTE	International Board of Ministerial and Theological Education
ICT	Information and Communication Technology
JKIA	Jomo Kenyatta International Airport
Ksh	Kenyan Shilling
MA	Master of Arts
MChap	Master of Chaplaincy
MDiv	Master of Divinity
MABTS	Master of Arts in Biblical and Theological Studies
MALead	Master of Arts in Leadership
MAMiss	Master of Arts in Missiology
MAPTh	Master of Arts in Pastoral Theology
MBA	Master of Business Administration
MPH	Master of Public Health
PhD	Doctor of Philosophy
SID	Southern Africa-Indian Ocean Division
TOEFL	Test of English as a Foreign Language
USD	United States Dollar
VC	Vice-Chancellor
WAD	West-Central Africa Division

TABLE OF CONTENTS

WHY CHOOSE ADVENTIST UNIVERSITY OF AFRICA?	iv
VICE-CHANCELLOR’S WELCOME	vii
LEADERSHIP SPONSORS	viii
General Conference of the Seventh-day Adventist Church	viii
East-Central Africa Division of the Seventh-day Adventist Church	viii
Southern Africa-Indian Ocean Division of the Seventh-day Adventist Church	viii
West-Central Africa Division of the Seventh-day Adventist Church	viii
REGIONAL MAP	ix
ARIEL VIEW OF CAMPUS	x
UNIVERSITY CALENDAR	xi
LIST OF ABBREVIATIONS	xiii
TABLE OF CONTENTS	xiv
GENERAL BACKGROUND	1
WELCOME TO KENYA	1
Visa	1
Vaccinations	1
Security	1
Currency	1
Banking	1
Emergency Services	1
Internet	2
Post Office	2
Telephone	2
Transportation	2
Tourism	2
HISTORY OF ADVENTIST UNIVERSITY OF AFRICA	3
ADVENTIST UNIVERSITY OF AFRICA PHILOSOPHY	4
Vision	4
Mission	4
Objectives	4
GOALS STATEMENT	6
Adventist Christian Identity	6
Service to Students and Community	6

Spiritual and Educational Excellence	6
Academic Freedom and Responsibility	6
CORE VALUES	6
Knowledge	6
Truth.....	6
Service	6
LOGO.....	7
CAMPUS FACILITIES	9
Educational Support Services	9
The Judith Thomas Library	9
The Lindsay and Evelyan Thomas Multipurpose Complex	9
The Ellen G. White Estate Branch Office	9
ICT Services	10
AUA Email Policy.....	10
STUDENT SERVICES AND CAMPUS LIFE	11
STUDENT HOUSING AND MEALS.....	11
IMMIGRATION	12
ADMISSIONS INFORMATION	13
Application Procedure	13
General Admission Requirements	14
Master’s Programmes.....	15
Doctoral Programmes.....	15
Grading System Comparison	16
Recommendations and Work Experience	17
ENGLISH PROFICIENCY.....	17
Admission Status Classifications.....	18
Regular	18
Provisional.....	18
Conditional	18
Probationary	18
ACADEMIC INFORMATION AND POLICIES.....	19
Registration.....	19
Regular Registration.....	19
Drop and Add	19
Withdrawal	19
Late Registration	19
Cross Registration	20
Maintaining Registration	20
Research Continuation	20
ACADEMIC CREDIT	21
Definition of a Credit Hour.....	21
Earning Course Credit.....	21
Normal Credit Load	21
Time Limitation for Academic Credit	21
TRANSFER COURSES.....	22

Conditions for Transfer	22
Maximum Transfer Credits	22
COURSE CHALLENGE POLICY	23
DIRECTED INDEPENDENT STUDY (DIS)	24
CLASS ATTENDANCE.....	25
Class Attendance.....	25
Last Day to Enter Class.....	25
REPEATED COURSES	25
GRADING STANDARDS.....	25
AUA Grading Scale	26
Other Grade Classifications	26
DG—Deferred Grade.....	27
I—Incomplete.....	27
AU—Audit	27
DROP/ADD COURSE POLICY.....	27
GRADE SUBMISSION	28
CHANGE OF GRADE.....	28
ACADEMIC PROBATION.....	28
ASSESSMENT PHILOSOPHY AND POLICY	29
Patterns of Assessment.....	29
General Criteria.....	30
Mode of Assessment	30
ACADEMIC INTEGRITY.....	31
Avoiding Plagiarism.....	31
AUA Statement on Plagiarism.....	31
Penalties for Academic Dishonesty and Plagiarism.....	32
RESEARCH	33
Research Protocol/Research Handbook.....	33
Research Mission Statement	34
Research Office.....	34
Research Supervision Fee	34
Ethical Review and Editing Review at Proposal Phase	34
Annual Research Office Submission Timelines.....	34
GRADUATION REQUIREMENTS AND PROCEDURES	35
Graduation Dates and Locations	35
Eligibility for Graduation.....	35
Graduation Application, Fees, and Other Expenses.....	35
PROCEDURE FOR CHANGE OF PROGRAMME	36
GRADE APPEAL PROCESS	36
WITHDRAWAL FROM THE UNIVERSITY	37
Leave of Absence.....	37
Withdrawal on Academic Grounds.....	37
Voluntary Withdrawal	37
Withdrawal for Disciplinary Reasons	38
Withdrawal on Health Grounds	38
PERMANENT ACADEMIC RECORDS AND RELEASE OF TRANSCRIPTS	38

ALUMNI RECORDS.....	39
THE Academic Bulletin AND ACADEMIC ADVISING.....	39
FINANCIAL INFORMATION AND POLICIES	40
SCHOOL EXPENSES	40
Tuition.....	40
Fees	40
Tuition and Fee Adjustments.....	41
Account Balances.....	41
EDUCATION AT EXTENSION SITES	42
LOCATIONS	42
SCHEDULES	43
SCHOOLS OF AUA	44
SCHOOL OF POSTGRADUATE STUDIES	45
Faculty.....	46
Academic Support Staff	46
PHILOSOPHY, VISION, MISSION, AND GOALS	46
Philosophy	46
Vision.....	47
Mission.....	47
Goals	47
Structure.....	48
Research.....	48
DEPARTMENT OF APPLIED SCIENCES.....	49
Programmes	49
Full Time Faculty Members.....	49
SPS RESEARCH PROTOCOL	50
The Proposal Stage: Process for Projects/Theses/Dissertations.....	51
The Writing Stage.....	52
Process for Projects	52
Process for Theses	53
Process for Dissertations	54
The Oral Defence Stage	55
Process for Theses	55
Process for Dissertations	57
PUBLIC HEALTH PROGRAMMES	59
MASTER OF PUBLIC HEALTH.....	59
Programme Philosophy	59
Expected Learning Outcomes.....	60
Admission Requirements.....	60
Programme Prerequisites.....	61
Graduation Requirements	61
Distribution of Courses and Credit hours	61
Curriculum.....	61
COMPUTER SCIENCE PROGRAMMES	64

MASTER OF SCIENCE IN APPLIED COMPUTER SCIENCE.....	64
Philosophy of the Programme	64
Expected Learning Outcomes.....	64
Admission Requirements.....	66
Programme Prerequisites	66
Graduation Requirements	66
Curriculum.....	67
DEPARTMENT OF SOCIAL SCIENCES	70
Programmes	70
Full Time Faculty Members.....	70
BUSINESS PROGRAMMES.....	71
MASTER OF BUSINESS ADMINISTRATION	71
Programme Philosophy.....	71
Expected Learning Outcomes.....	71
Admission Requirements.....	72
Programme Prerequisites	72
Graduation Requirements	72
Graduation Requirements	73
Total credit hours required for graduation.....	73
LEADERSHIP PROGRAMMES	77
MASTER OF ARTS IN LEADERSHIP	77
Programme Philosophy.....	77
Expected Learning Outcomes.....	78
Admission Requirements.....	78
Graduation Requirements	78
Curriculum.....	79
DOCTOR OF PHILOSOPHY IN LEADERSHIP	81
Programme Philosophy.....	81
Expected Learning Outcomes of the Areas of Specialization	81
Admission Requirements.....	83
Programme Prerequisites	83
Graduation requirements	84
Course and Credit Distribution.....	84
Curriculum.....	84
SPS COURSE DESCRIPTIONS	88
PUBLIC HEALTH.....	88
CORE COURSES	88
ENVIRONMENTAL HEALTH SPECIALISATION	89
HEALTH PROMOTION SPECIALISATION	90
NUTRITION SPECIALISATION	91
COMMUNITY DEVELOPMENT SPECIALIZATION	92
ELECTIVE COURSES.....	94
RESEARCH.....	95
COMPUTER SCIENCE.....	96
CORE COURSES	96

RESEARCH COURSES.....	97
CYBER SECURITY SPECIALIZATION	98
E-SERVICES SPECIALIZATION	99
NETWORK AND SYSTEM ADMINISTRATION SPECIALIZATION	100
DATA SCIENCE AND ARTIFICIAL INTELLIGENCE	102
MASTER OF BUSINESS ADMINISTRATION	104
CORE COURSES.....	104
RESEARCH COURSES.....	106
ACCOUNTING SPECIALISATION.....	106
FINANCE SPECIALISATION	108
MANAGEMENT SPECIALISATION	109
INFORMATION SYSTEMS SPECIALISATION	111
HEALTH CARE ADMINISTRATION SPECIALISATION	112
MASTER OF ARTS IN LEADERSHIP	115
CORE COURSES.....	115
STRATEGIC BUSINESS LEADERSHIP SPECIALIZATION.....	116
ORGANIZATIONAL LEADERSHIP SPECIALIZATION	117
GENERAL ELECTIVES.....	118
RESEARCH AND STATISTICS	119
DOCTOR OF PHILOSOPHY.....	120
CORE COURSES.....	120
ORGANIZATIONAL LEADERSHIP SPECIALIZATION	121
ELECTIVES FOR ORGANIZATIONAL LEADERSHIP	122
BUSINESS AND NOT-FOR-PROFIT LEADERSHIP	123
ELECTIVES FOR BUSINESS AND NOT-FOR-PROFIT LEADERSHIP ..	124
PUBLIC HEALTH LEADERSHIP	127
ELECTIVES IN PUBLIC HEALTH LEADERSHIP	128
RESEARCH AND STATISTICS	129
THEOLOGICAL SEMINARY	131
Departments	132
Faculty.....	132
Department of Applied Theology and Mission	132
Department of Biblical and Theological-Historical Studies.....	132
Staff.....	132
MISSION, VISION, OBJECTIVES AND GRADUATE PROFILE.....	133
Mission Statement.....	133
Vision Statement.....	133
Objectives	133
Profile of Seminary Graduate	134
Programme Offerings.....	135
Degrees Currently Offered.....	135
Theological Seminary Research Protocol	137
Introduction.....	137
Preliminary Stage.....	137
The Writing Stage.....	138

Projects (Writing and Completion).....	138
Theses/Dissertations	139
The Completion Stage.....	140
Master’s Programmes	142
Master of Arts in Biblical and Theological Studies (MABTS).....	142
Introduction	142
Goals and Objectives of the Programme	142
General Expected Learning Outcomes of the Programme (Graduate Profile).....	142
Specialization Expected Learning Outcomes	142
Academic Regulations for the MA in Biblical and Theological Studies	143
Regulations on Credit Transfer in the programme	144
Conditions for Transfer.....	144
Student Assessment Policy/Criteria.....	145
Graduation Requirements	146
Thesis Writing	146
Curriculum.....	146
Curriculum Sub-divisions.....	150
Courses Taken by Semester	150
Duration and Structure of the Programme.....	159
MASTER OF ARTS IN PASTORAL THEOLOGY (MAPTh).....	160
Introduction	160
Objectives	160
Expected Learning Outcomes.....	161
Admission Requirements.....	161
Programme Requirements	162
Graduation Requirements:.....	162
Regulations for Project	162
Curriculum.....	163
MASTER OF ARTS IN MISSIOLOGY	166
Introduction	166
Objectives	166
Expected Learning Outcomes.....	166
Admission Requirements.....	167
Graduation Requirements	167
Regulations for Project	168
Curriculum.....	169
Total Credit Hours, Contact Hours and Course Units Required for Graduation	173
Duration of the Programme	173
MASTER OF CHAPLAINCY	174
Introduction	174
Objectives	174
Expected Learning Outcomes.....	174
Admission Requirements.....	175

Graduation Requirements	175
Regulations for Project	175
Curriculum.....	176
Curriculum Sub-Division	177
Distribution List by Semesters for Full-time Students	178
MASTER OF DIVINITY	182
Introduction	182
Objectives.....	182
Expected Learning Outcomes of the Programme.....	182
Admission Requirements for the Programme	183
Regulations for Project	184
DOCTORAL PROGRAMMES	189
DOCTOR OF MINISTRY (DMin)	189
Introduction	189
Objectives.....	189
General Expected Learning Outcomes	189
Expected Learning Outcomes for Different Emphases	190
Admission Requirements for the Programme.....	192
Regulations on Credit Transfer in the programme	193
Performance Review	193
Time Limit for Completing the DMin Degree	193
Dismissal	194
Leave of Absence	194
Academic Load.....	194
Advancement to Candidacy.....	194
Workshops and Seminars/Conferences	195
Student Assessment Policy/Criteria	195
Graduation Requirements	195
Regulations and Procedures for DMin Dissertation	196
Structure and Duration of the Programme.....	196
Curriculum.....	196
List of Courses Offered in the Programme.....	197
Summary of Total Credit Hours/Lecture Hours/Contact Hours/Units Required for Graduation.....	201
Courses Taken by Semester.....	202
PHD IN BIBLICAL AND THEOLOGICAL STUDIES.....	206
Introduction	206
Objectives of the Programme	206
Expected Learning Outcomes of the Programme	207
Admission requirements.....	207
Prerequisites	208
Areas of Specialization:.....	208
Phases and Completion of the Programme	209
Graduation Requirements	210
Description and Rationale of Dissertation Requirements.....	210
Regulations for Comprehensive Examinations	211

Application for Comprehensive Examinations and Advancement to Candidacy	211
Regulations for Dissertation	213
Curriculum.....	214
Languages and Their Respective Levels of Proficiency.....	215
Distribution Table of Courses.....	216
Structure and Duration of the Programme.....	222
Structure and Duration of the Programme.....	223
SEMINARY COURSE DESCRIPTIONS.....	227
MASTERS DEGREE.....	227
GENERAL COURSES	227
OLD TESTAMENT.....	227
NEW TESTAMENT.....	230
CHAPLAINCY	232
CHURCH HISTORY AND CHRISTIAN PHILOSOPHY	236
CHURCH MINISTRY.....	239
LANGUAGES (BIBLICAL AND ISLAMIC)	241
MISSION	243
THEOLOGICAL STUDIES	248
DOCTORAL COURSES	251
DOCTOR OF MINISTRY	251
COMMON DMIN COURSES.....	251
CHAPLAINCY.....	253
CHURCH AND AFRICAN SOCIETY	254
CHURCH LEADERSHIP AND ADMINISTRATION	254
DISCIPLESHIP AND BIBLICAL SPIRITUALITY	255
EVANGELISM AND CHURCH GROWTH.....	256
MARRIAGE AND FAMILY	258
PASTORAL CARE AND COUNSELING	259
WORD, WORSHIP AND LITURGY	260
YOUTH AND YOUNG ADULT	260
DOCTOR OF PHILOSOPHY.....	261
GENERAL PHD COURSES	261
OLD TESTAMENT STUDIES	262
NEW TESTAMENT STUDIES	264
THEOLOGICAL STUDIES.....	266
WORLD MISSION STUDIES	267
INDEX.....	270



Chief Justice and President of the Supreme Court of the Republic of Kenya, Hon. David Maraga and wife (centre, seated), the University Chancellor, Dr. Blasious Ruguri and wife (left most, seated), other dignitaries, AUA faculty, staff and administrators.

“Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.”

Ellen White, *Education*, p.13

GENERAL BACKGROUND

WELCOME TO KENYA

In the language of Kenya, our host country, Kiswahili, we say to you *Karibuni!* Welcome! Kenya is a country filled with contrasts, wonder, and opportunities. To make the most of your stay and help you get a quick orientation, here is a short list of useful information:

Visa

Visas are available for most nationalities at most entry points into the country, either by road or by air. It is best, however, to check with authorities about visa regulations for your country well before travelling. The fee for the single entry visa is \$50 (as of the time of publishing this Academic Bulletin) and is valid for 90 days. A visa extension or a multiple entry visa can be processed through the immigration offices.

Vaccinations

Yellow Fever is required at the border and should be taken at least 10 days prior to travelling. Other vaccinations are at the discretion of the individuals and their medical consultants. Nairobi is designated as a malaria-free zone. However, it is advisable you consult with a healthcare specialist in this matter, especially if you intend to travel to areas where malaria is endemic.

Security

Within the country, security is fairly good. However, it is a sensible precaution not to walk or drive alone after dark.

Currency

The Kenyan Shilling (Ksh) is used throughout the country. You can search online for exchange rates or visit any Bank or Exchange Bureau.

Banking

The banking system in Kenya is well integrated into the international system, allowing for various transactions and the use of most MasterCard or VISA cards, as well as other credit cards.

Emergency Services

Dial 999 or 112 for the police, fire brigade or ambulance.

Internet

Internet connectivity is available in hotels, cybercafés, and other designated areas. Most mobile telephone companies also provide portable 3G internet connectivity via USB modems. All AUA buildings provide wireless connectivity.

Post Office

Post Offices are open from 8 am-5 pm weekdays.

Telephone

Telephone cards (credit) and SIM cards are available at numerous telephone outlets, shops and post offices. In Kenya, mobile telephony is provided by Airtel, Safaricom, and Orange. All of them use GSM 850, 900. Most people at AUA are either on Airtel or Safaricom. International calls can be dialed direct (code 00 + country code) or operator assisted (dial 0195/6).

Transportation

Public transportation in Kenya is fairly regular and safe. City buses operate and are a good value, as well as *matatus* (local minibuses)—pay on board. Taxi services are also available.

Tourism

Tourist destinations are plentiful in Kenya. The country is known for its natural reserves that host an incredible variety of wildlife and a vast array of birds. Among the most visited national parks are the Aberdares, Amboseli, Maasai Mara, Nakuru, Tsavo, and Nairobi National Park. For mountain climbers, Mt. Longonot and Mt. Kenya are a good beginning, as well as Mt. Kilimanjaro, across the border in Tanzania. Mombasa and the adjacent coastal towns offer sun, sand, and sea, as well as marine life.

HISTORY OF ADVENTIST UNIVERSITY OF AFRICA

The rapidly growing membership of the Church in Africa challenged its leaders to find solutions to the questions of increasing demand for committed professional leaders with knowledge, skills, and an attitude of service at all levels of the Church. Leaders, pastors and educators realised that the solution to the challenges was inextricably linked with postgraduate education within the territory of the growing church. They sent an appeal to the General Conference of Seventh-day Adventists (GC), requesting the opening of such an institution.

The 2001 Annual Council appointed an Africa Graduate Education Taskforce (AGET) with the assignment to “plan and facilitate the establishment of graduate programmes based in Africa and to prepare a detailed plan and timeline for the location, design, resource mobilization, and governance of the graduate programmes.” The Taskforce of 14 members met on September 10 and 11, 2003 in Arusha, Tanzania, with 11 additional invitees and consultants in the area of finance and education, including the Division Education Directors and representatives from the General Conference (GC), as well as from colleges and universities in Africa. During the meetings, they discussed the option of establishing an institution offering postgraduate programmes in Africa.

In 2003, the three African Divisions—the East-Central Africa Division (ECD), the Southern Africa-Indian Ocean Division (SID), and the West-Central Africa Division (WAD)—requested a meeting with AGET and representatives from the GC, from colleges and universities in Africa. The meeting was intended to discuss the option of establishing an institution offering postgraduate programmes in Africa.

The consultation ended with the recommendation to establish the Adventist University of Africa (AUA), a new institution that would offer postgraduate programmes for the whole of Africa. AGET was then charged to study the proposal and the logistics involved in establishing a postgraduate university for the continent. The taskforce recommended Nairobi, Kenya, to be the location for the central campus of the new University.

Furthermore, AGET recommended that the institution be given exclusive responsibility for the delivery of postgraduate education in theology, pastoral ministry, and church leadership in the territories of the divisions based in Africa. The 2003 Annual Council of the GC voted these recommendations.

In January 2006, the first students were admitted at Solusi University, Zimbabwe, then at Babcock University, Nigeria, in May, and at the University of Eastern Africa, Baraton in July. The first yearly cycle finished with a total of 238 students enrolled into two programmes—the MA in Pastoral Theology and the MA in Leadership. The first graduates of the University, 167 in number, completed their programmes in 2009.

ADVENTIST UNIVERSITY OF AFRICA PHILOSOPHY

As a Seventh-day Adventist educational institution, in harmony with the distinctive characteristics of Adventist education, AUA sees true education as redemptive, restoring the image of God in human beings.

Thus, AUA endeavours to foster a balanced development of the whole person—spiritually, intellectually, physically, and socially. The time dimensions of Adventist education span eternity. It seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

Vision

The vision of the Adventist University of Africa is to be one of the best universities, fostering the highest standards of postgraduate education in Africa, advancing knowledge and professional skills in a wholistic context.

Mission

The mission of the University is to deliver balanced and dynamic postgraduate education in a Christian context to prepare graduates who will provide competent leadership and service, based on integrity, respect and love, to church and society.

The University emphasises academic scholarship, quality research by both faculty and students, and professional preparation that leads to effective service to God and humanity.

Central to the mission of the institution is the preparation of leaders who, in turn, will be able and eager to prepare others for service.

Objectives

The Adventist University of Africa strives to achieve the following objectives:

1. To familiarise students with research and problem-solving methods, enabling them to synthesise knowledge from many sources, and helping them become self-directed lifelong learners. Thus, graduates will be capable of independent research and implementation of findings. Frequently, education is involved almost exclusively with learning subject matter, often with little consideration of the relationships between pieces of knowledge. AUA programmes are directed towards helping students solve problems rather than memorising solutions. AUA professors take special care to give assignments that foster

thinking rather than memorising. To this end, one of the first courses to be taught in all programmes currently offered is research methods, with emphasis on research in applied settings.

2. To challenge and prepare students to expand their respective areas of service and influence by systematically involving others in their mission, and teaching them to perform appropriate tasks, as needed. Traditionally, pastors and leaders are seen as doers and administrators. In the context of the membership explosion in Africa, AUA programmes will attempt to modify this understanding, turning its graduates into mentors and coaches who will empower others by providing them with opportunities to grow and serve. Such a change will require the dedication of AUA administrators and professors to the teaching and modelling of inclusive ways of doing things.
3. To foster understanding and respect for people of other religious persuasions. The Bible teaches us to love others, even our enemies. Certainly, that teaching would involve understanding and respecting those who have different religious persuasions than our own. AUA professors model this way of thinking, even while teaching the Seventh-day Adventist interpretation of religious reality.
4. To inculcate a high sense of justice, and to maintain the rights and freedoms of others. The Bible teaches that we are to “do unto others” as we would like to have done unto ourselves (Matt 7:12, KJV). Justice and respect are integral and important parts of this biblical mandate. In a world where justice and respect are often forgotten, these values will be modelled by AUA administrators, faculty, and students.
5. To achieve an awareness among students of the vital problems within contemporary society, and to develop a concern for finding solutions. AUA upholds the scriptural concept of being “not of this world, yet living in this world.” That is, Christians are citizens of the world and must take it upon themselves to address problems that exist in society. AUA faculty and students will be strongly encouraged to make the places where they live and work better. Student assignments will include projects that deal with social situations in the places where they work.
6. To foster intellectual growth and the acquisition of knowledge within the atmosphere of Christian faith and commitment, regarding the nature of reality, humanity, knowledge, and values. AUA professors are committed to biblical values. They model their faith in their teaching and interaction with students. Classroom teaching and interaction will reaffirm the place of these values in everyday life. AUA students will be encouraged to develop their own knowledge within the atmosphere of faith.

GOALS STATEMENT

The Adventist University of Africa has set the following goals:

Adventist Christian Identity

Build a University community based on Adventist beliefs and practises. Promote Christian unity while celebrating cultural diversity. Foster spiritual development for all members that results in a Christ-like character.

Service to Students and Community

Provide timely and quality services within the University community as well as to the neighbouring community. Respond to personal and community needs. Mentor and support partner institutions.

Spiritual and Educational Excellence

Encourage excellence in all matters as being a duty before God. Provide quality facilities, materials and environment. Employ outstanding international faculty and staff. Produce graduates that display excellence in thought and conduct.

Academic Freedom and Responsibility

Encourage serious and responsible academic pursuits. Provide open avenues for discussion and sharing of ideas in various areas of study.

CORE VALUES

The Adventist University of Africa promotes the following values among its faculty, staff, and students:

Knowledge

Excellence and pursuit of continuous growth and improvement

Truth

Integrity shown through transparency and fairness

Service

Reaching out to help and give hope

LOGO



The AUA logo is a graphic representation of the University philosophy and mission. The map of Africa represents not only the constituents and students of AUA, but also its major field of service. The golden bands that encircle the map represent the mission of spreading the Three Angels' Messages to the entire African continent. The seal with the institutional name and founding date represents the excellence that characterises the AUA programmes, processes, and products.

RECOGNITION, ACCREDITATION, AND MEMBERSHIPS

AUA is in the educational system within the Seventh-day Adventist Church, an institution of the General Conference of Seventh-day Adventists. The University was established to serve Africa through the three African Divisions, subsidiary organisations, and Africa in general.

AUA programmes are approved by the International Board of Ministerial and Theological Education (IBMTE)/International Board of Education (IBE), and the University is accredited by Accrediting Association of Adventist Schools, Colleges and Universities (AAA).

AUA is also accredited by the Government of the Republic of Kenya through its Commission for University Education (CUE) in accordance with the Kenya Universities Act, Cap 210B, 1985. A Letter of Interim Authority (LIA) authorising the Seventh-day Adventist Church to start a private university based in Kenya was granted on May 9, 2008. The University was granted a charter by the government of Kenya on March 4, 2013. This charter has enabled the University to be autonomous.



H.E. THE PRESIDENT HON. MWAI KIBAKI SIGNING THE CHARTER FOR ADVENTIST UNIVERSITY OF AFRICA ASSISTED BY PROF. KIMUTAI SOME (SECRETARY TO THE COMMISSION FOR UNIVERSITY EDUCATION) DURING AWARD OF CHARTERS TO PUBLIC AND PRIVATE UNIVERSITIES ON 1ST MARCH 2013, AT K.I.C.C.



Granting of Charter to AUA

CAMPUS FACILITIES

Educational Support Services

The central campus of AUA is located at Advent Hill, on Magadi Road, Ongata Rongai, Kenya, about 24km Southwest of Nairobi. Extension Sites are located on the premises of accredited Adventist colleges and universities within the three Divisions on the African continent. These institutions provide the needed services and facilities agreed upon in various agreements and memoranda of cooperation signed with them.

AUA offers its programmes on the main campus and at Extension Sites, through short intensive courses. (Consult the academic calendar for dates, programmes and venues.)

The Judith Thomas Library

The Judith Thomas Library is located on the AUA main campus. The library is the major learning and resource centre, and the current prominent building that occupies a central place in the academic services of the University. It is an information centre, providing comprehensive resources and services to support research, teaching, and learning needs of Seventh-day Adventist graduate education in Africa. The library's main collection includes printed, audio-visual, multimedia, and electronic resources covering a diversity of subjects in broad fields of religion, leadership, education, psychology, health, and business. Through its web page, the library provides access to an array of online electronic resources supporting researchers from all over Africa and beyond.

In order to supplement its own resources, the library has signed a memorandum of understanding with five other local university libraries that would allow AUA students and faculty to use their libraries for reference. Essential texts and reference materials are also available in the AUA Extension Site libraries.

The Lindsay and Evelyan Thomas Multipurpose Complex

The Lindsay and Evelyan Thomas Multipurpose Complex is a state-of-the-art facility that incorporates the latest technology, needed teaching/learning environments with ten classrooms and conference centre, 1200-capacity multipurpose hall, a dining area with kitchen, fitness centre, ATM, pavilion in the rear, open air terraces and administrative offices. The Complex features smart classrooms and is a certified green building, evidencing the commitment of AUA to environmental sustainability.

The Ellen G. White Estate Branch Office

The Ellen G. White Estate Branch Office is dedicated to acquiring, preserving, and promoting a comprehensive collection of Ellen G. White writings and church heritage resources in all formats. It

serves AUA students and Adventist communities in all three Divisions in Africa (ECD, SID, and WAD) by collaborating with the regional Spirit of Prophecy Coordinators, Ellen G. White Research Centres and Study Centres. It assists in research on Ellen G. White and church heritage related subjects. It also organises and leads out seminars on selected topics related to Ellen G. White's life, ministry, writings, their interpretation and applications. Apart from these it also organises and leads out Seventh-day Adventist heritage-oriented programmes that reveal the life and ministry of church pioneers, making it applicable to contemporary Adventists in Africa.

ICT Services

The AUA Information and Communication Technology (ICT) department aims at providing the technology, infrastructure and technical support required to enable AUA to be one of the best universities, fostering the highest standards of postgraduate education in Africa, advancing knowledge and professional skills in a wholistic context.

In the area of infrastructure, the AUA ICT department provides a high quality network and internet connectivity to faculty, students and staff, in offices, classrooms, library, student hostels and faculty houses. This enables access to the internet and web resource.

The ICT department also provides all the necessary technology along with appropriate software and hardware equipment to support the academic/research, financial and administrative activities of the University. This include but not limited to: proxy servers enabling students and faculty to access e-resources from anywhere in the world, video-conferencing facilities and a Learning Management System (LMS) for online teaching and online meetings, laptops and desktops computers for faculty and office work, photocopy, print and scan scanning facilities, voice over IP and email systems for efficient communication.

Finally, the AUA ICT department provides maintenance and support. The department is in charge of the ICT operations and maintenance of the infrastructure, technology and equipment. Technical support and training is provided to faculty, students, and staff.

AUA Email Policy

Wireless Internet access is available on campus for all students, faculty, and staff. The ICT Office gives each registered student, faculty, and staff member an email address in the AUA domain (aua.ac.ke).

All official email to students and/or from the University will be completed through the University's mail system. To accomplish this:

1. All students applying to AUA will be given an email username/address valid for 6 months. The new email address and access information will be sent to the email address used by the

student during the application process and, thereafter, all further communication will be by the AUA account.

2. All students accepted to AUA will have their email username/address validity extended for one full year.
3. All registered students will have their email address validity extended permanently.
4. All faculty and staff, including adjunct professors, will be given a permanent username/email address.

Students and faculty may forward their email to another email account, but they are still responsible for the information contained in the message sent to their AUA account. AUA will not be held liable for their failure to receive the information in a timely manner. The automated “forward and delete” option is disabled for AUA accounts.

STUDENT SERVICES AND CAMPUS LIFE

AUA publishes a Student Handbook, which provides information on Worship Services, Shopping, Recreational facilities, Transportation, Security, Housing, Cafeteria Services, Health Services, and Immigration and Visa information for the main campus. This information is also available on the Extension Sites and is provided to all new students at the time of student orientation at the beginning of a new programme.

STUDENT HOUSING AND MEALS

Students studying at AUA typically travel to one of the Extension Sites for the yearly session. They may have a variety of options for housing depending on the location. Due to the wide variability in costs, the Student Services office may provide an updated price list for the current year.

Accommodation keys will only be issued to students who have been cleared financially.

Self-sponsored students should pay a 100% of preferred housing charges and meals.

Any student who arrives on campus and is not registered for housing should pay accommodation charges in cash as a visitor until their registration is regularized.

Students residing on campus will be issued with a check in/out Form.

Students are not allowed to accommodate another occupant (be it a nanny, another student, a family member or any kind of guest) except on approval from the Finance Office.

IMMIGRATION

1. Students should complete their application for permits within two weeks upon arrival on Campus.
2. Students will be charged 100\$ annual immigration service charge (50\$ immigration charges + 20\$ Alien card + 30\$ Handling charges) to help in the processing of study permits.

ADMISSIONS INFORMATION

AUA is open to all qualified applicants, irrespective of colour, race, ethnic identity, religion, gender, or national origin. Potential students may apply at any time and be admitted subject to fulfilling all admission requirements. However, applicants offered admission might only begin classes at the commencement of any programme. Applicants will receive an admission letter at least 3 months before the commencement of the programme. Exceptions to this shall be with the approval of the respective School.

Application Procedure

Applicants are required to complete the application online. The online application process include the following steps:

Step 1. Sign up/ Account creation

On clicking the link: registry.aua.ac.ke

The applicant is directed to the online application web page and prompted to create a new applicant account in order to obtain login credentials.

Requirements:

- Input your First name, Middle name and Surname in the provided boxes
- Input your phone number in the provided box
- Input your email and then reconfirm the email in the provided boxes.

On ensuring the above details are correct, the applicant is prompted to click the '**Create Login**' button to submit the details.

Step 2. Issuance of login credentials

The system issues the applicant with a **username** and **password** which are displayed on the page, and highlighted in green. The same password is sent to the email address the applicant indicated.

Step 3. **Log in**

The applicant is redirected to a log in page and prompted to input the username and password provided, after clicking the '**login here**' button.

Step 4. **Application fee payment**

After logging in, the applicant will be prompted to pay the application fee so that they can be allowed to proceed with the application process.

Once the proof of payment is received at by the admissions officer, the applicant is cleared to proceed filling the subsequent sections on Personal/profile information, Education background, as well as Professional background.

Step 5. Verification and Declaration

On completion of filling in information in the various sections, the applicant is provided with a complete outline of the information in the various sections for verification.

After verifying that the uploaded information is correct, the applicant is prompted to sign a declaration form in before being allowed to submit the application form for processing.

Step 6. Admission

Once the application forms are submitted, they are received at the Registry department for evaluation after which the applicants are communicated to appropriately on their qualification or lack thereof for admission to the programme they had applied for.

Alternative application process

1. Download the AUA Admission Forms (PDF file) from the AUA website.
2. Fill out the application form and send it to AUA Admissions Office, including the application fee receipt, as an email attachment, or post them using regular post services.
3. Provide all requested academic documents in their original form. If the documents are in a language other than English, provide a translation for each of them. Translation will only be accepted from an institutionally recognised body designated for doing the translation.

General Admission Requirements

The following are admission requirements. However, applicants are advised to refer to programmes of interest for specific admission requirements. Applicants are advised to

consult Cumulative Grade Point Average (CGPA) requirements for each programme are listed below:

Master's Programmes

Applicants seeking admission into any of the AUA Master's degree programmes must hold a bachelor's degree with a minimum CGPA of 3.00 on a 4-point scale or its equivalent.

Applicants with a CGPA between 2.50 and 2.99 (except the Master of Arts in Biblical Theological Studies) may be admitted on probationary status if they meet the conditions (see *Admission Status Classifications*) and are recommended for admission to the programme.

MABTS. The MA in Biblical and Theological Studies (MABTS) requires a CGPA of 3.00 on a 4-point scale or its equivalent. Students will not be admitted on probation into this programme.

Doctoral Programmes

Doctor of Ministry. Those seeking admission into the Doctor of Ministry (DMin) programme must have a master's degree in Ministry with a minimum CGPA of 3.33 on a 4-point scale or its equivalent. Applicants with a CGPA between 3.0 and 3.32 may be admitted on probationary status if they meet the conditions (see *Admission Status Classifications*) and are recommended for admission to the programme when regularised.

PhD in Leadership: Those seeking admission into the PhD in Leadership programme must have a master's degree in any field with a minimum CGPA of 3.33 on a 4-point scale or its equivalent. Those with CGPA of 3.00-3.32 may be admitted on probational status for only one semester. (Note: Thesis or its equivalent is required to enrol in the PhD in Leadership Programme).

PhD in Biblical and Theological Studies: Those seeking admission into the PhD in Biblical and Theological Studies programme must have a master's degree in the field of Theology/Religion with a minimum CGPA of 3.33 on a 4-point scale or its equivalent. (See the specific programme for any additional requirements or explanations). This programme does not allow probational admission. (Note: Thesis or its equivalent required to enrol in the PhD in Religion Programme).

Same admission requirement into two-degree programmes to run simultaneously is not permitted at AUA.

Grading System Comparison

Table 1. AUA and Kenyan Grading System

AUA Grading System				Kenyan Grading System			
Percent	Letter Grade	Performance Description	Quality Points	Percent	Letter Grade	Performance Description	Quality Points
93-100	A	Outstanding	4.00	70 - 100	A	Excellent`	First Class Honours
90-92	A-	Excellent	3.67				
87-89	B+	Above Average	3.33	60 - 69	B	Good	Second Class Honours-Upper
83-86	B	Average	3.00				
80-82	B-	Below Average	2.67	55-59	C	Satisfactory	Second Class Honours-Lower
77-79	C+	Weak	2.33	50 - 54			
73-76	C	Poor	2.00	40 - 49	D	Pass	Pass
70-72	C-		1.67				
60-69	D	Failing	1.00	0 – 39	E	Fail	Fail
0-59	F		0.00				

NB: AUA CGPA of 2.50 is equivalent to Second class lower in the Kenyan grading system.

Recommendations and Work Experience

Applicants are required to submit at least two recommendation letters from their previous university and/or religious leader. Some programmes also require applicants to have relevant work experience after earning their undergraduate degree (See the specific programme for any additional requirements or explanations).

ENGLISH PROFICIENCY

As AUA uses the English language as the medium of instruction, students must have the ability to study (read, write and speak) in English. In order to qualify for admission to AUA, students are required to demonstrate English ability in one of the following ways:

1. Have a bachelor's degree from a college/university in an English-speaking country where English was the medium of instruction.
2. Achieve a passing score on a recognised English language test (TOEFL, IELTS, Michigan)—see table below. Test scores are valid for 3 years.

Table 2. Required English Test Scores

Test	Minimum Test Score
TOEFL	110
TOEFL iBT	80
IELTS	8.0
Michigan	220

Admission Status Classifications

Applicants are offered admission, based on the documents submitted, into one of the categories listed below. If at any point, upon verification, the University discovers any discrepancy in the documents of the student, he/she will be asked to withdraw from the Programme/University.

Regular

When applicants to any programme meet all conditions, including CGPA for the programme they seek to enter, and submit all original and official documents and appropriate recommendation letters, they are classified as having regular status.

Provisional

Applicants who have deficiencies in some of the prerequisite courses are admitted on provisional status. Students accepted on provisional status must complete all prerequisites before completing 50% of their coursework. Any prerequisite required for a specific course in the programme must be completed before taking that course.

Conditional

Students who have not provided all the original documentation for admission may be given a conditional status for the programme requested if they have supplied photocopies of the original documents. Students accepted on conditional status have a maximum of 6 months to provide all missing documentation, or they will not be allowed to continue studying until they do so.

Probationary

Applicants for masters degree programmes (except Master of Arts in Biblical and Theological Studies) who do not meet the minimum CGPA (3.00) entry requirement for their programme may be admitted on probationary status upon recommendation of the programme if they meet the following criteria:

1. Applicants who have CGPA between 2.50 and 2.99, but with no less than three (3) years of work experience or two (2) refereed journal article publications, will be admitted on regular status if other admission requirements are met.
2. The applicant must meet the minimum CGPA requirement allowed for probationary admission by his/her programme.
3. The applicant must earn a CGPA of 2.75 during his/her first session (12-18 credits) at AUA depending on the programme (except Master of Arts in Biblical and Theological Studies). Failure to meet this condition will result in discontinuation of the student's studies at AUA.

4. No more than 20% of a cohort will be admitted on probationary status.

ACADEMIC INFORMATION AND POLICIES

Registration

Students are expected to register on the dates designated for a course or as specifically communicated from the Office of the Registrar. Financial clearance must be completed, and evidence of medical insurance must be in place. Upon arrival on Campus, students are expected to complete and close registration within 20% of course contact hours. A student is not allowed to attend classes if they miss 20% of the course contact hours. No student will be allowed to attend classes if they will not have registered by the end of the registration period.

Regular Registration

Registration for credit or audit courses is done online or through registration cards from the Office of the Registrar. AUA advises students to complete registration on the date assigned in the Academic Calendar. Consultations with Advisor, Head of Department and/or the Dean of the School on academic matters should be done prior to registration day.

Drop and Add

A student may add a course up to 20% of the course contact hours, that is, two days in a two-week face-to-face intensive course. When a student drops a course during the first 20% of the class contact hours, the course is deleted from the student's records and the student does not pay for the course.

Withdrawal

A 'W' grade is issued when a student withdraws from the course from 20% up to 70% of the class contact hours without financial refund. After that time, the grade for any withdrawal will automatically be the grade earned and this grade will stay permanently on the student's record. Under special circumstances, the University may initiate the withdrawal of a student from a class.

Late Registration

Students who fail to register during the regular registration period shall pay a late registration fee of USD 5 per day until the end of the 5-day registration period. Students shall not be allowed to join a course after 20% of the course has been taught (two days in a two-week face-to-face intensive course).

Cross Registration

Cross registration represents a situation in which a student registers for courses in two different institutions at the same time. Students may apply for cross registration when needing Prerequisites or special courses not offered at AUA in order to complete their programme. A student may not cross- register for a course at another institution if the course was failed at AUA.

A student who desires cross registration shall apply through his/her Head of Department and the School Dean. Such approvals must be obtained before a student engages in cross registration. Cross registration shall not be approved during an AUA two-week intensive course. Upon completion of the course in another institution, an official transcript or certified grade report must be submitted to the Registrar's Office who then presents it to the University Senate for approval. Credits will be accepted if they meet the AUA transfer credit policy requirements. In the same way, students who present a letter of cross-registration from their institution may be allowed to take a course at AUA and transfer it to their institution.

Maintaining Registration

To maintain regular status, a student is expected to register annually for courses or research units until all programme requirements are met, all research is completed, and an application for graduation is filled and approved. If a student does not maintain annual registration and does not obtain a leave of absence, he/she must re-apply to the programme in order to continue after an absence of more than twelve (12) months.

Research Continuation

Once a student begins the research phase of the programme, he/she must remain continually registered until the work is completed. If the research is not completed within the specified time, the student must register for Research Continuation (charge equivalent to three (3) credits, but no credit is issued) annually until the research is completely approved.

If the student does not finish the research within fifteen (15) months of the registration date for the final required credits, he/she must register for Project/Thesis/Dissertation Continuation, and pay the normal registration fees that accompany any registration. Continuation is valid for twelve (12) months, and must be repeated each year until the student finishes the research. Research is considered completed when the Printing and Binding Form has all the required signatures, followed by all of the required signatures on

the project/thesis/dissertation Approval Page and, finally, submission of the student's name by the Dean to the Registrar as eligible for degree conferral/graduation.

ACADEMIC CREDIT

Definition of a Credit Hour

One credit hour at AUA is traditionally defined as 16 contact hours of instructional time (lecture/discussion) in a class setting and 2-3 hours of independent work outside the classroom for every hour spent in class. A 3-credit course, therefore, includes 45 hours of faculty-student class interactions to be used for lectures, group sessions, other structured learning activities and examinations, plus 100-150 hours of independent work. In an intensive programme, sessions/semester generally consist of 9-12 weeks of instruction.

Earning Course Credit

Academic credit may be obtained in three ways:

1. Registering for and successfully completing a course.
2. Transfer of credit by transcript from an accredited institution where applicable
3. Credit by challenge examination where applicable

Normal Credit Load

Every AUA student either in the cohort or regular programme is expected to register for a minimum of 9 credits hours and a maximum of 15 to 18 credits hours each semester depending on the programme.

Time Limitation for Academic Credit

All credits taken towards graduation at AUA must be completed within 8 years of the initial registration date. However, programmes that have a duration of three years must be completed within six years.

TRANSFER COURSES

The University exercises its right to accept all, part, or none of the credits presented from other institutions. Transfer courses are governed by the same admission requirements and academic policies as other University courses. A student desiring to transfer a course into an AUA degree programme where applicable, should secure permission from AUA before enrolling in order to ensure that the credits will be accepted where applicable.

Conditions for Transfer

Post-graduate courses taken at other accredited institutions (or in a different AUA programme) may be transferred to an AUA programme, provided all of the following conditions are met:

1. An official transcript or authenticated record is submitted.
2. A grade of B or higher was earned.
3. Transfer credit may not be more than 8 years old at the time of the student's graduation.
4. The transfer course is equivalent to an AUA course for which credit is being sought. Equivalency must be established by the Department based on the existing programme curriculum.
5. Credits would be acceptable for a similar degree at the institution at which they were earned.
6. Transfer credits are approved by the School committee and the University Senate.
7. Courses transferred from one AUA programme to another will carry the letter grade earned, and will become part of the student's CGPA. Transfer courses from other institutions will show the grade, but will not be included in the CGPA.

A student who wishes to transfer credits earned at AUA to another college or university should become acquainted with the particular requirements of the programme to which he/she wishes to transfer and secure permission from both universities before enrolling.

Maximum Transfer Credits

The maximum number of credits that can be earned through challenge examination and/or transfer shall not exceed 30% of the degree programme requirements. Transfer credit is evaluated only for the degree programme to which the student is admitted, and the amount of credit awarded is subject to change if the student changes his/her degree programme. Core courses may not be transferred to AUA without special permission of the School.

COURSE CHALLENGE POLICY

A class that a student fails cannot be challenged. There are two situations in which a student may request to obtain credits by writing a challenging exam rather than attending a course:

1. The student took the course in the past, but the time elapsed is too long for the credits to be accepted as programme requirements.
2. The student has a profound knowledge and experience of the course content beyond the course requirements.

The following steps should be taken in order to apply for a challenge examination:

1. The student will seek endorsement from the respective Department which makes recommendation to the School Board
2. If the request is granted by the School, the student will register for the challenge examination with the Office of the Registrar and pay the examination fee (30% of the course tuition fee).
3. The lecturer will provide the student with the course outline and/or other materials.
4. The challenge exam will be as comprehensive as possible and should not be different from regular final examination for the course.
5. The challenge examination will be evaluated by two professors and graded as “S” (Satisfactory) or “U” (Unsatisfactory).
6. If the student fails the exam, he/she must register for the course and take it in full.

There are several restrictions to the challenge examination policy:

1. Challenge examinations (unless for updating an AUA course) must take place during the first year of enrolment in the programme. Not more than 30% of the total requirements of a programme may be granted through challenge and transfer credit combined.
2. A challenge exam cannot be taken more than once.

Challenge exams may not be used for changing an audited course to credit.

DIRECTED INDEPENDENT STUDY (DIS)

A student in an AUA programme may request for or be advised to take DIS course by the Head of Department; in cases where a student has been hospitalized or has lost an immediate family member (spouse, child, or parents) .Directed Independent courses are a privilege and not a right. Biblical or Modern Languages, Programming Languages, and Statistics, Research and other courses that may be advised by the Academic Heads of Department cannot be offered as DIS courses. Core courses will not be taken as DIS. Students on scholastic probation must receive approval from the school Board to take DIS. No more than 15% of the programme of study (2 courses, in most AUA programmes) may be taken as DIS courses. Exceptions to the above requirements will be approved by the Senate.

Directed Independent courses can only be taken with the permission of the School Board and upon the availability of a supervising faculty member. The student and the assigned faculty member shall complete a Directed *Independent Study Contract Form* obtained from the Registrar's Office for the course. The student shall formally register for the course through the Registrar's Office only after completing the contract with the supervising faculty member and has obtained the necessary signatures. If the Dean is the course facilitator then, the DVCA should sign the DIS contract form.

DIS courses may be offered to students who do not fall under the specified categories above – depending on the availability of a regular faculty to facilitate the course and a three times payment per credit.

All DIS courses will be offered when a regular faculty is available to facilitate the course.

One semester hour of DIS/DIR translates to 50-60 hours of individual work (*see Definition of a Credit Hour*). Directed courses are graded with a letter grade. DIS/DIR courses not completed by the date stated in the contract shall be graded with U or F.

CLASS ATTENDANCE

Class Attendance

Regular attendance at all class sessions and laboratory periods, and adequate preparation to effectively participate in discussions is absolutely required. Students who are absent from class for 15% or more of the class sessions will be required to withdraw from the course. This policy also applies to audit courses.

Lateness to class is not acceptable. An accumulation of 3 late arrivals translates into an absence, and when absences exceed 15% of the total course sessions, a grade of “W” will be recorded. Excused absences due to unavoidable circumstances must be verified by an acceptable and verifiable document. Excused absences beyond 20% of the course require withdrawal (W) from the course. If such absences are up to 20% of the total class sessions, the student is allowed to receive an Incomplete (I) grade, if necessary. The “I” grade must be removed within 6 months by completing the class requirements.

Last Day to Enter Class

A student cannot enter a class after he/she has missed more than 15% of the class contact hours.

REPEATED COURSES

No more than twenty percent of courses taken at AUA towards a given degree may be repeated, and they may be repeated only once. When a course is repeated, both grades remain on the transcript, but only the new grade (whether higher or lower) will be used in the GPA calculation.

GRADING STANDARDS

The grading system used in a course must be clearly stated in the course outline and students must be made aware of it. The University has a unified grading system. Grades shall be given as symbols with quality points per symbol as shown below. Quality points will be assigned based on the final letter grades, which should represent the descriptions listed in the table below. Points will, therefore, be converted to a total grade based on 100 available points.

Final grades will be reviewed by the AUA Senate to ensure that the grading scale used is appropriate in the AUA context. The grading scale for all courses shall be:

AUA Grading Scale

Table 3. AUA Grading Scale

Percent	Letter Grade	Performance Description	Quality Points
93 – 100	A	Outstanding	4.00
90 – 92	A-	Excellent	3.67
87 – 89	B+	Above Average	3.33
83 – 86	B	Average	3.00
80 – 82	B-	Below Average	2.67
77 – 79	C+	Weak	2.33
73 – 76	C	Poor	2.00
70 – 72	C-	Fail	1.67
60 – 69	D		1.00
0 – 59	F		0.00

Other Grade Classifications

Table 4. Other Grade Classifications

Deferred Grade (DG)	For research or other courses designed to require extra time for completion
Incomplete (I)	For illness or other recognised and reported emergency—must be completed within 6 months
Satisfactory (S)	Acceptable as credit but with no quality point value
Unsatisfactory (U)	Unacceptable for graduate credit
Withdrawal (W)	No academic credit
Audit (AU)	Attended but did not do assignments—no academic credit

DG—Deferred Grade

A deferred grade (“DG”) is given for a course which requires more than the length of a normal course to complete. This usually means that it is restricted to research courses such as Directed Independent Research, or culminating research such as projects, theses, or dissertations. Any other course must receive approval from the School before a DG can be assigned. A DG requires a contract, and must be cleared by the date specified in the contract, which can be no more than 12 months from the end of the grading period of the term in which the course was taken, except in the case of culminating research. The contract specifies what grade will be given if the remaining work is not completed. After that, the DG automatically becomes a U if no grade has been entered.

I—Incomplete

An incomplete (“I”) indicates that the student was unable to complete his/her course requirements due to unavoidable circumstances such as illness. This grade may be given, but not because of the student’s negligence or mere failure to complete the work in a timely fashion.

The faculty member and the student must fill out an *Incomplete Grade Agreement Form*, which must be signed by the Dean and filed with the Registrar before the deadline for submission of grades. In the agreement form, details are spelt out as to the work which must be done before the ‘I’ grade is removed, and the deadline for this to be accomplished.

An incomplete grade that is not removed by the end of 6 months, or by the agreed time limit, shall automatically be changed to an ‘F’ grade on the grade listed on the *Incomplete Grade Agreement Form* if no additional work is done. Any request for an extension of time beyond the date on the contract shall be made in writing before the time of expiration on the agreement form, but shall not exceed the 6-month time limit.

AU—Audit

A grade of AU is given for an audited course if the student has met the attendance obligation of the course. The tuition charge to audit a course is half of the cost of taking it.

DROP/ADD COURSE POLICY

When a student drops a class during the first week of the semester, the course is deleted from the student’s records and the student does not pay for the course. A ‘W’ grade is issued when a student drops or withdraws from the class during the second week of the semester up to the

date stipulated by the academic calendar. After that time, the grade for any withdrawal will automatically be an 'F' and this grade will stay permanently on the student's record. Under special circumstances, the University may initiate the withdrawal of a student from a class.

GRADE SUBMISSION

The procedure for grade submission is as follows:

1. Faculty members shall submit their grades no later than two months from the last day of the cohort session to their respective Programme Director.
2. Schools/Departments shall moderate grades before sending them to Senate for final approval.
3. Senate will meet to approve grades no later than two months from the completion of the cohort session.
4. All approved grades shall be published within two and a half months from the completion of the cohort session.
5. No faculty member shall publish grades to students before they are approved by the Senate.

CHANGE OF GRADE

A change of grade may be permitted if there has been an error in computing or recording the grade or as a result of a successful grade appeal process. A grade may not be changed because of consideration of work completed following the end of the grading period for which the grade was issued. If not associated with the grade appeal process, a grade change is only initiated by the course instructor and approved by the School and the Senate. To be valid, a *Grade Change Form* must be submitted to the Registrar's Office within 6 months from when the grade was originally issued.

ACADEMIC PROBATION

All AUA Masters programmes require a minimum CGPA of 2.75 (on a 4-point scale) for graduation, except the Master of Arts in Biblical Theological Studies that requires a minimum CGPA of 3.00 on a 4-point scale.

All AUA Doctoral programmes require a minimum CGPA of 3.33 (on a 4-point scale) for graduation.

If the student's overall CGPA falls below the specified required CGPA for graduation that student is on academic probation. Students on academic probation will be counselled to take a lighter academic load. The cohort/intensive course model that AUA follows does not usually permit load reduction. For that reason, a student on academic probation must work with the Programme Director/Head of Department to develop a plan that is intended to help the student raise the CGPA to acceptable levels.

A student may remain on academic probation for one session. The department may grant an additional session if the student makes satisfactory progress toward achieving regular status. The student may not remain on academic probation for more than two sessions (*see Withdrawal on Academic Grounds*).

ASSESSMENT PHILOSOPHY AND POLICY

Assessment of student performance at AUA for all academic programmes shall be in accordance with the following policy guidelines.

1. Afford students learning experiences by which they may develop and demonstrate a range of intellectual abilities.
2. Allow faculty to evaluate the achievements of students against institutional objectives and standards existing in comparable local and international higher education institutions.
3. Give opportunity for monitoring students' progress, and to identify strengths and weaknesses in student learning so that faculty and students may work collaboratively to remediate difficulties and maximise student achievement.
4. Ensure a variety of formative and summative assessment tasks which recognise individual differences between students and address a range of skills and abilities.
5. Assist in curriculum review and in the choice of teaching methodology.
6. Enable faculty the opportunity to identify students' spiritual needs and provide mentorship that will strengthen the students' relationship with God.

Patterns of Assessment

Departments are to ensure that the pattern of assessment will be structured so as to accommodate the diagnostic purpose of assessment. Each course outline will indicate the

percentage each assignment or assessment measure contributes towards the final grade given for that course.

Where an assessable assignment or module constitutes an essential component of the subject that must be passed satisfactorily, the course outline must clearly state the minimum percentage that constitutes a satisfactory pass in each of the essential components. Course facilitators that normally include a sequence of assessable practical classes should regard that sequence as one assignment. The assessment schedule will be clearly stated to the students at the beginning of each cohort session/semester in the course outlines.

Courses in which the nature of the learning requires the assessment of a course project the criteria established within each relevant School and approved by Senate shall be followed.

General Criteria

The assessment process will endeavour to provide indicators of the student's:

1. Mastery of a body of knowledge and/or skills;
2. Understanding of key issues;
3. Capacity for independent thought;
4. Ability to deduce, analyse, synthesize, and evaluate;
5. Skill in applying theories and methodological content of the discipline;
6. Ability to argue and communicate coherently and persuasively, either symbolically or in written form;
7. Competence for sound scholarship in the selection, use and documentation of sources;
8. Ability to assess and demonstrate their spiritual and moral values and commitment.

Mode of Assessment

Students are assessed on the basis of coursework and other guided experiences that constitute part of learning in the course. All written and oral assessment will use English as the medium, except for examinations of foreign language courses such as Hebrew or Greek.

Modes of assessment may include some or all the following components:

1. Written examinations, short answer/multiple choice and open book tests
2. Essay, reading reports, research assignments
3. Independent research projects, fieldwork performance

4. Class presentations, laboratory reports, etc.

The modes will be appropriate to both the level of difficulty and to the specific objectives of each subject, and will reflect the expectation of increasing levels of achievement and sophistication as a student progresses. Evaluation should seek to be as objective as possible.

Table 5. A Guide/Sample of Continuous Assessment

Continuous Assessment	Percentage (%)
1. Continuous Assessment	60%
2. Final Exam	40%
Total	100%

The value of continuous assessment shall be 60% of course grades. Continuous assessment may consist of some or all written examinations, short answer/multiple choice and open book; essay, reading reports, research assignments; independent research projects, fieldwork performance; class presentations, laboratory reports etc. If there is need for variation in the percentage distribution, it should be specified in the course outline.

ACADEMIC INTEGRITY

Avoiding Plagiarism

Plagiarism is a serious research violation. In many educational institutions, plagiarism is cause for giving a failing grade in a class or even expulsion from a programme. Plagiarism is using someone else's words or ideas as if they were one's own. It is equivalent to intellectual thievery.

AUA Statement on Plagiarism

As a postgraduate institution, AUA is committed to high quality and original research. Therefore, the University encourages primary, cutting-edge research (not searches or compilations) and thus manifests zero tolerance for any form of academic dishonesty or plagiarism. Academic dishonesty is not only a sign of a flawed academic attitude, but it is also an expression of a faulty Christian character. The academically dishonest student is cheating himself/herself, the classmates, the professor, the entire academic community, the larger community, and ultimately God. A student who is dishonest only proves

himself/herself an irresponsible member of the academic community and of the larger community.

Plagiarism is not limited only to textbooks, but also includes media resources, laboratory experiments and results, ideas expressed orally, artistic work, and all copyrighted materials.

At AUA, plagiarism includes all of the following:

1. Any form of copying of ideas or concepts—intentionally or out of carelessness—and presenting them as one’s own, without crediting the author(s) and/or proper citing/quoting (e.g. without quotation marks and a reference).
2. Copying a sentence, paragraph or section (anything more than 2 words) word-for-word, or even using paraphrasing that is too much like the original. The same rules apply if it is an electronic source, if no author is listed, or if the copyright is expired.
3. Borrowing an idea from someone else or even from one’s own earlier work without giving proper acknowledgement. A fact that is generally considered common knowledge may be used without a reference.
4. Unfair use, that is, indiscriminate use of too much material from a source, even if properly quoted and credited.

Turnitin is an antiplagiarism software that is available for use by faculty, staff, and students. Students enrolled in AUA courses are required to use Turnitin to check their work for plagiarism prior to submitting written work to professors. For accepted Similarity Index refer to the Research Protocol/Handbook relevant to each School. Students should be aware that the faculty will be using Turnitin to assist in eliminating plagiarism. In the academic environment at AUA, there is no excuse that justifies plagiarism.

Penalties for Academic Dishonesty and Plagiarism

Plagiarism attracts severe penalties, usually decided by the professor, supervisor, or advisor. The penalties may take the form of failure of the paper or of the entire course, suspension, or even expulsion from the University. The University also reserves the right to revoke the degree of a student whose work has been proven plagiarised or academically dishonest. In addition, the writer must remember that plagiarism may also involve court processes, especially when copyrighted material was plagiarised.

Academic dishonesty is any type of dishonesty that occurs in the academic setting. It can include:

1. **Plagiarism.** As described in the section AUA Statement on Plagiarism.

2. ***Fabrication***. Falsifying of documents, data, information, or citations in any formal academic exercise.
3. ***Deception***. Providing false information or information intended to deceive or mislead an instructor concerning a formal academic exercise.
4. ***Cheating***. Any attempt to copy or copying the answers to an examination or homework assignment from another student or from some other source, or to give inappropriate assistance in an examination or other formal academic exercise.
5. ***Bribery***. Paying or attempting to pay for academic favours.

The penalty for academic dishonesty is an F in the course and one-year suspension for any student caught participating in the above activities.

RESEARCH

Graduate students have the task of creating, initiating, conducting and reporting the findings of his/her original research. Normally, planning for research begins in the student's mind during course work that reveals questions and problems in need of solutions—a curious and active mind will find fertile topics for research. By careful application of knowledge and research principles, students at AUA will be expected to conduct a research study that contributes new ideas, methods, interpretations and perspectives to their profession. The AUA graduate student may undertake a research project, thesis or dissertation depending on the programme requirement.

Research Protocol/Research Handbook

The TS and SPS have school-specific research protocols, which differ in requirements necessary for successful completion of research. Students must become familiar with the protocols for their school/programme. Copies of the Research Protocol/Research Handbook can be found online or obtained through the school. These protocols are important and will guide the student reliably, if followed. The school faculty, Programme Director and Dean are available to discuss the research protocol, if questions arise. **(For more information, refer to the TS Research Protocol and the SPS Research Handbook).**

Research Mission Statement

To develop and support leaders in research among AUA students and staff who will consistently generate knowledge discovery, excellence, and scholarly inquiry for the benefit of society.

Research Office

The Research Office is staffed with the Research Director and the AUA Editor. Therefore, the Research Office works in collaboration with the Programme Director, Dean, and Advisers to guide the students through the research process to the final stage of producing an approved written research project, thesis or dissertation.

Research Supervision Fee

All research at AUA incurs a research fee for the project/thesis/dissertation, which helps defray the expenses of research supervision and assessment.

Ethical Review and Editing Review at Proposal Phase

For all research studies that involve human participants, students must apply for and obtain ethical clearance through the AUA Institutional Ethics Review Committee (IERC). The IERC operates to accept, review and approve research projects/theses/dissertations to ensure ethical protections for human participants. Where applicable, ethical clearance must be obtained before a student can collect any data.

If research does NOT include human participants, the proposal does not need to be submitted to the IERC. However, the Programme Director must certify that ethical clearance is not required for the study. This is done as a part of the research proposal process.

When a student submits his/her proposal to the IERC for ethical review, the proposal paper will simultaneously be reviewed by the AUA Editor. This is a check for conformity to AUA style and format requirements. The feedback from the Editor will assist the student to correct any fundamental and obvious errors so that when the project/thesis/dissertation is completely written and submitted for editing, the process will not result in the student having to make time-consuming and laborious corrections.

Annual Research Office Submission Timelines

Timelines are crucial for Degree Conferral or Graduation within the specified year. These can be obtained from the Programme Director. Students must be aware that there are Timelines for submission of completed projects/theses/dissertations. These Timelines are

annually provided to students by the Registrar, along with other important timelines for degree conferral/graduation.

GRADUATION REQUIREMENTS AND PROCEDURES

Graduation Dates and Locations

Graduation on the AUA campus happens once each year, typically in June. Additional AUA graduations may occasionally occur on other Extension Sites (often in conjunction with a graduation at the school where the extension is located), as long as there is a minimum of 20 students graduating in person.

An additional conferral of degrees (with no graduation ceremony) will take place on the third Thursday January each year at AUA main campus. Students who graduate at that time will be charged the graduation fee and will be issued their diploma. In addition, they are eligible for and may march during the next AUA graduation ceremony without paying another graduation fee. Those students who complete all their requirements at the time of the year, when no graduation and no additional degree conferral are scheduled, are eligible to receive a letter from the Registrar's Office stating that they have completed their requirements and are awaiting the conferral of their degree.

Eligibility for Graduation

In order to qualify for graduation, all coursework must be satisfactorily completed; no grade must be less than 'C' for Master programme, B for Doctoral. The required programme minimum CGPA for graduation must be met and the project, thesis or dissertation must be edited, copied, signed and bound.

A student may choose to graduate under the curriculum and graduation requirements stipulated in the Academic Bulletin effective at the time of his/her beginning of classes or any other Bulletin effective during his/her continuous enrolment. Only one Bulletin can be used as the standard for the graduation; mixing two or more Bulletins is not acceptable.

Graduation Application, Fees, and Other Expenses

Students must fill out a *Graduation Application Form* 3-4 months before their expected completion date. When the form is received, students will be charged the graduation fee. If the student does not meet the graduation requirements and does not graduate, the said student will need to reapply for the next graduation. The graduation fee is the same whether a student attends graduation or graduates in absentia.

Sponsored students wishing to travel to attend their graduation, whether in their own Division or a neighbouring one, must secure approval from their sponsoring organisation if their travel and lodging expenses are to be covered. Regalia rental is included in the graduation fee, but students wishing to purchase regalia must obtain approval from their sponsoring organisation before it can be charged to their account.

PROCEDURE FOR CHANGE OF PROGRAMME

Sponsored students who would like to change their course of study must first receive permission in writing from their sponsoring organisation. The following procedure then applies:

1. A *Change of Programme* form must be obtained from the Registrar's Office (or online) and filled out.
2. The form is endorsed by both the releasing Head of Department and the Dean.
3. Next, the Head of Department of the new programme, as well as the Dean of the new programme, endorse the form.
4. The form is then submitted by the student to the Registrar.

GRADE APPEAL PROCESS

A student who believes that he/she has not received a fair final grade based on the criteria outlined in the course outline may appeal for grade review. The student has the responsibility to demonstrate the need for this review. The grade appeal process shall have the following steps in the order listed:

1. The student shall discuss the reason for disagreement with the grade with the course instructor within one (1) month after the issuance of the grade.
2. If the course instructor does not agree to a change of the grade, the student may appeal to the Programme Director for grade review. This appeal must occur within the semester/session following the issuance of the grade. The Programme Director, in consultation with the student and the course instructor, shall review the appeal and inform the student and course instructor of his/her decision.
3. If the student continues to believe there is basis for appeal, the student can appeal to the Head of Department for grade review. The Head of Department will review the entire appeal process, consulting with persons he/she deems relevant,

then make a decision and inform the student, course instructor and Programme Director.

4. If the student continues to believe there is basis for appeal, the student can appeal to the School Dean for grade review. The Dean will review the entire appeal process, make a decision and inform the respective persons.
5. The final level of appeal open to the student is to the Deputy Vice-Chancellor for Academic Administration (DVCA). The DVCA will hold a review with the student, course instructor, Programme Director, Head of Department and Dean. After reviewing the appeal, the grade decision of the DVCA is final and will be communicated to all relevant persons.
6. The finalized grade will be recorded for approval by the Senate at a duly authorized meeting, as per the regular protocol for grade approval.
7. All of these appeals shall occur within reasonable time frames, except where time frames are specifically noted.

WITHDRAWAL FROM THE UNIVERSITY

Leave of Absence

A student who needs to be absent from his/her academic programme for an extended period of time should contact the Head of Department and the Registrar to request a leave of absence. If this is done in advance, the student will not be required to re-apply after the absence if the terms of the leave of absence are fulfilled. A student may take no more than two years of leave of absence during the course of study. A leave of absence does not grant a student an extension to the maximum duration of a programme.

Withdrawal on Academic Grounds

A student whose CGPA drops below the required CGPA for the specific programme for two consecutive semesters shall be asked to withdraw from the University. A student whose performance level does not measure up to demands of a particular programme may be authorised, on request, to change to another programme of study, whose requirements he/she may meet. In no case will a student remain on academic probation for longer than two sessions (2 semesters).

Voluntary Withdrawal

Students may withdraw voluntarily from the University at any time upon the completion of the official *Withdrawal Forms* obtainable from the Office of the Registrar. Such students may

retain grades for the courses already completed and passed. Students who have withdrawn voluntarily from the University may apply to the Registrar for re-admission.

Withdrawal for Disciplinary Reasons

Students who are asked to withdraw for disciplinary reasons may only be re-admitted to the University with the permission of the University Senate on condition/s to be clearly spelt out in the letter of re-admission.

Withdrawal on Health Grounds

A student may be asked to withdraw from the University on health grounds upon due certification of a University-approved Medical Officer. His/her readmission to the University is conditional upon production of a valid medical certificate of health clearance, duly signed by a University-approved Medical Officer.

PERMANENT ACADEMIC RECORDS AND RELEASE OF TRANSCRIPTS

The permanent academic record is a complete, unabridged, chronological educational record showing all course work taken through the Adventist University of Africa. All student academic records and documents are private and confidential and are kept at the Registrar's Office. All courses taken or attempted through programmes at AUA are listed.

Transfer credits accepted from another institution toward an AUA degree will be recorded in the student's permanent academic record upon Senate acceptance for the degree.

While the first transcript is given to the student at graduation free of charge, additional transcripts are issued at a cost. The Registrar's Office will issue additional transcripts of a student's record upon written request, accompanied by payment of the designated fee.

Telephoned requests will not be honoured.

If a student wishes to have documents collected by another individual, he/she must send an authorization to the Registrar and copy the individual.

Transcripts may be issued during the studies for a corresponding fee. Transcripts are not issued to students with unpaid accounts. AUA transcripts will be issued by the Registrar's Office within 5 working days of receipt of the request and the payment.

Upon request, public information such as dates of attendance, place and date of birth, name of parents, home address, campus address, verification of degree including honours, previous schools attended, etc., is given to:

1. Properly identified representatives from government agencies.
2. Business firms or organisations where credit or possible employment has been requested.
3. Scholarship donors.

ALUMNI RECORDS

AUA graduates become members of the AUA Alumni Association. Together with the *Application for Graduation Form*, students shall fill out an *AUA Alumni Form* for the purpose of assisting AUA to organise, maintain, and update the records of its alumni. The AUA alumni database includes such details as alumni bio-data, degree conferred, year of graduation, and Extension Site.

THE ACADEMIC BULLETIN AND ACADEMIC ADVISING

Students are responsible for knowing and following the regulations governing academic matters found in this Academic Bulletin. This section of the Academic Bulletin has presented answers to general questions regarding academic policies. Students with unique problems or special circumstances should consult the appropriate course advisor, Head of Department, the Registrar, or the Dean. However, all consultations should begin with the closest academic advisor to the student.

FINANCIAL INFORMATION AND POLICIES

Because AUA was established as a vehicle to serve part-time students across the African continent, the tuition fees have historically been set based on the country where the student is working, while others are set, and others (such as food and lodging) depend on the campus where the student is studying. When setting the fees on a country-by-country basis, the factor that is used is the 100% of the wage for the Seventh-day Adventist minister in each country (also called the Wage Factor, or WF for short).

AUA receives a significant financial subsidy from the Seventh-day Adventist church, and as such offers discounts to church employees.

SCHOOL EXPENSES

Tuition

All master's level credits—church employees	15% of the WF/credit
All master's level credits—others	18% of the WF/credit
Doctor of Ministry (DMin)	US\$220 per credit
Doctor of Philosophy (PhD)	US\$225 per credit

Fees

Some AUA fees are per session, and others are typically once per programme. Other fees are only payable when a student has a specific need.

Table 6. Fee Structure

Per Session fees (to be paid annually)	Amount
Conference & Research	US\$50
Exam Fees	US\$20
Lab Fees (for MSc in Comp Science)	US\$100
Masters Defence Fees	US\$100
Registration Fee	US\$75
ICT Fee	US\$100

Library fee—Master’s programmes	US\$100
Library fee—Doctoral programmes	US\$125
Doctorate Project Fee	US\$400
One—time fees	
Application Fee	US\$60
Master’s Project/Thesis Fee	US\$500
Graduation Fee	US\$500
Other fees and charges	
Books (average per class)	US\$100
Challenge examination	30% of the tuition credits
Audit credits	50% of the value of tuition

Please note that charges for the Student Visa vary by location and the passport country of the student. Please contact the registrar’s office for current details.

Tuition and Fee Adjustments

Students who withdraw from a class within the first 20% of the contact hours, or before two (2) weeks after the beginning of the academic period during which they were to complete an independent study are eligible to receive a full tuition and fees for the class(es) withdrawn from.

When a student registers for a class as Audit, the tuition rate for that class is 50% of the regular rate, but all other fees apply.

Account Balances

Students shall be informed of their account balance and the requirement/obligation they are expected to meet before/on their arrival on Campus for the subsequent session.

Self-sponsored students should make a 50% down payment of tuition and other required fees and present a financial plan on how to clear the remaining balance. Any financial plan agreed upon terminates every December.

EDUCATION AT EXTENSION SITES

AUA was designed first and foremost to develop leaders for the Seventh-day Adventist Church in Africa. Because church leaders cannot usually walk away from their job and study full-time for two (2) years in order to obtain a graduate degree, initially, all AUA programmes were designed for part-time students and placed in locations which could be accessible to those who are being sent to study.

While Extension Sites can move around to different locations on relatively short notice, the facilities that make a site appropriate to use for extension programmes include dormitories, cafeteria, library, classrooms, and internet access. This means that existing Adventist colleges are the natural locations used for extension sites. Other factors in site selection include the legality of operating an extension site in that country, visa regulations, travel options, among other costs.

As AUA branches out to serve markets beyond the upgrading needs for the three Divisions that it serves, many different models of education will be available, including blended programmes with online materials that require pre- and post-session assignments with a shorter time on campus, local programmes which include evening and weekend sessions for working students in the area, and perhaps, even full-time programmes. But the mainstay is likely to be the Extension Site where students come for a period of time each year for 3 to 4 years until degree completion.

The Finance Office may provide a financial computation for an individual student at the Extension site. Fee payment can be done in the local accounts of the Extension Sites as could be agreed upon with the Finance Office and validated by proof of payment.

LOCATIONS

Traditionally, these Extension Sites have been distributed with one site in each Division, with each of the 3 sites offering the same courses of study. Recently, this has begun to shift for some programmes, with some regions offering certain tracks and others offering different ones. Sites that have been used include Babcock University (Nigeria), Valley View University (Ghana), Solusi University (Zimbabwe), Helderberg University (South Africa), University of Eastern Africa, Baraton (Kenya), and of course, the Adventist University of Africa main campus in Nairobi, Kenya. These locations are not rigidly fixed and students may occasionally study at more than one campus over the course of their programme. Each

Extension Site negotiates a *Memorandum of Understanding* with AUA, and provides a local Coordinator to address the needs of AUA students and faculty during the programme.

SCHEDULES

Course offering schedules vary by location, taking into account church meeting schedules, summer breaks, and other events that that may impact AUA students. For this reason, the schedules are not rigidly fixed in the same time block each year, and students may move around if there is need to do so. Sessions are usually 4-15 weeks per year, depending on the number of courses offered. Courses also are occasionally required to be taught in the academic summer, in order to have sufficient student lodging available. In spite of all this, most programmes run on a more- or-less similar schedule over the three (3) to four (4) years of classes.



SCHOOLS OF AUA

1

SCHOOL OF POSTGRADUATE STUDIES

2

THEOLOGICAL SEMINARY

SCHOOL OF POSTGRADUATE STUDIES



Daniel Ganu, DrPH

Dean, School of Postgraduate Studies

Associate Professor of Public Health

You are warmly welcome to the School of Postgraduate Studies. As a graduate student at the Adventist University of Africa, you will face many exciting and rewarding experiences. Your intellectual life will revolve around the Academic Bulletin in your hand and it is your responsibility to know the academic policies and regulations contained in this Academic Bulletin. When in doubt of any policy, consult your Programme Director and Department Head.

I would like you to know that success in graduate school depends on careful planning, and the School of Postgraduate Studies is committed to helping you plan effectively for your academic success. At the School, we will endeavour to give you extensive training in critical thinking and research, the skills that today's employers want from prospective hires, regardless of their major. Our programmes prepare our students with the moral depth and intellectual intensity necessary to meet the challenges of the 21st century. Finally, I will encourage you to make the most of your time here as you advance your career goals with us.

I wish you the best of luck in your graduate studies at the School of Postgraduate Studies.

Daniel Ganu, DrPH

Dean, School of Postgraduate Studies

Contact Information: spsdean@aua.ac.ke

FACULTY

Faculty are listed by department and adjunct professors list is available at the Dean’s Office.

ACADEMIC SUPPORT STAFF

No	Name	Position
1	Derrick Deya, PhD	Graduate Research Assistant
2	Jane Wambui	Administrative Secretary

PHILOSOPHY, VISION, MISSION, AND GOALS

Philosophy

As part of an Adventist institution of higher learning, the School of Postgraduate Studies (SPS) understands itself to be a tool to advance the mission of the Church. Thus, SPS is an instrument in the hand of Christ, exemplifying His love and character to the world through its faculty and graduates. To accomplish this vision, SPS must deliver wholistic Christian education that fosters balanced development of the whole person— intellectually, physically, socially, and spiritually—while developing professional leaders with strong academic skills. SPS sees true education as redemptive, restoring the image of God in human beings, nurturing them as thinkers, and not mere reflectors of others’ thoughts, and promoting loving service, rather than selfish ambition.

As an international school, situated in the heart of East Africa with students from all over Africa, SPS realizes that pursuit of academic excellence, methodological rigor, and the use of universal academic conventions must be contextualized both to the Christian world view and the African continent. The School aims to position itself on the cutting edge of knowledge dissemination, searching for, and appropriately, integrating technology and educational methodologies to the African context. At the same time, SPS seeks to provide the student with a life-transforming experience which will encourage graduates to continually improve their God-given potential.

Furthermore, SPS endeavours to develop individuals, equipping them with competencies to function comfortably and competently within the mosaic of cultures in the world, shaping and sharpening them to be thorough scholars, proficient professionals, and responsible citizens of the world. It is the express purpose of the SPS to prepare people with refined culture, considerate civility, keenness of perception, biblically-undergirded moral values, and analytical thinking to lead effectively in their homes, churches, communities, companies, organizations and work places.

In essence, SPS seeks to develop a scripture-based world view that is permeated with the Adventist perspective, philosophy and mission, and integrated into every academic programme. This world view calls for compassionate behaviour towards others, and recognition of the dignity and value of every human being who is created in the image of God.

Vision

To be a tool to advance the mission of Christ and develop society through scholarship and service.

Mission

To develop Christian professionals committed to competence, scholarship, integrity and service in their area of expertise.

Goals

Graduates of the School of Postgraduate Studies will be characterized by:

1. A personal commitment to Christ and to sharing Him with others.
2. A deep knowledge of their field and a willingness to share what they have learned with others.
3. The ability to think critically and creatively and to analyse, discern, and observe data meticulously, and to be discriminating enough to choose the best option when confronted with alternatives.
4. Intellectual maturity, which will allow them to use their knowledge to improve any situation in which they find themselves.
5. Professional ability that leads to success and effective service wherever they are called to work.
6. Transparency and openness in all communication with personal relationships that are wholesome, respecting cultural diversity, and individual differences.

7. Being well-rounded, committed to physical fitness and healthful living, fiscal responsibility, and lifelong learning.
8. Emotional intelligence and maturity, allowing them to cultivate and maintain a spiritually healthy relationship with God, inner harmony within themselves, and solidarity with fellow human beings.

Structure

The School of Postgraduate Studies has four programmes with a total of five degrees as shown below:

1. Business Programme, MBA
2. Public Health Programme, MPH
3. Master of Science in Applied Computer Science Programme, MSc
4. Leadership Programme
 - a) MA in Leadership
 - b) PhD in Leadership

Other programmes are being developed and should begin soon.

Research

For all research related information for the School of Postgraduate Studies, please refer to the SPS Research Handbook, 2019.

DEPARTMENT OF APPLIED SCIENCES

Head of Department: Lossan Bonde, PhD

Programmes

1. Master of Public Health (MPH)
2. Master of Science in Applied Computer Science (MSc)

Full Time Faculty Members

	Name	Rank	Degree
1	Baker, Susan M.	Associate Professor	DSc in Physical Therapy Science, Loma Linda University, USA, 2000.
2	Bonde, Lossan	Senior Lecturer	PhD in Computer Science, University of Science and Technologies of Lille, France, 2006.
3	Ganu, Daniel	Associate Professor	DrPH in Preventive Healthcare, Adventist University of the Philippines, 2002.

SPS RESEARCH PROTOCOL

Students who graduate from the School of Postgraduate Studies (SPS) at AUA will have demonstrated proficiency in research through the selection and completion of a project, thesis or dissertation. Each of these has a scholarly definition:

A **project** is considered experimental in nature, in that the researcher establishes variables, designs interventions, and collects data to measure results of the intervention. Students in any SPS Master's degree programme can select to do a project, which requires a proposal defence, but not a final oral defence. A project is supervised by a primary adviser and a secondary adviser. A project has an applied aspect to it and is an academically rigorous undertaking. The typical length is between 70-80 pages. For the Master of Science in Applied Computer Science, a project must lead to the implementation of a software product/tool that aims at solving a problem which is judged worth a research project. Acceptable length varies between 45-80 pages, excluding appendices.

A **thesis** is research that is more theoretical in nature, in that the researcher seeks to establish a theory to explain an observed problem. Students who write a thesis may also collect data and measure variables; however, the thesis results in a theory advanced to make a contribution to the field of study. A thesis must be defended at the proposal level and also defended before a three to six-member oral defence Panel at the end of the writing phase. A thesis is supervised by a primary adviser and a secondary adviser and has an external examiner who reviews the paper then joins the panel for the oral defence. The typical length is between 90-120 pages. For the Master of Applied Computer Science, acceptable thesis length varies between 60-90 pages, excluding appendices.

A **dissertation** is highly academic, comprehensive, and widely considered the most rigorous type of empirical research conducted by a candidate for a terminal degree. It is expected to contribute new knowledge and advance scholarship in the field of study. Students pursuing a PhD at AUA are eligible to write a dissertation. Before the dissertation writing commences, the student must have passed the Comprehensive Examination. The dissertation must be defended at the proposal level and also defended before a five to seven member oral defence Panel at the end of the writing phase. A dissertation Committee comprises of a primary adviser and two secondary advisers. There is also an external examiner who reviews the paper then joins the panel of the oral defence. The typical length is between 200-250 pages. For

the Master of Science in Applied Computer Science, acceptable dissertation length varies between 90-180 pages, excluding appendices.

The following Research Protocol guides the student step-by-step through the research writing process from the proposal stage to final approval by the Dean.

The Proposal Stage: Process for Projects/Theses/Dissertations

1. After the designated research course is completed and passed, student is assigned a Primary and Secondary Adviser by the Programme Director (PD) in consultation with the student, Head of Department (HOD), and the Dean. In the case of a Project, the Secondary Adviser may be assigned later in the work.
2. The student, with the assistance of the Advisers, develops a Proposal by following the Proposal and Research Design guidelines.
3. When the Advisers approve the Proposal and sign the Proposal Examination Form (AUA/SPS/R001), a Proposal Defence panel is formed by the PD, in consultation with the HOD, and the Dean, for the proposal defence by the student.
 - a) For a Project or Thesis: The Proposal Defence panel will consist of the two Advisers, designated programme faculty, the PD, HOD, and the Dean. Typically, the PD serves as the Chair.
 - b) For a Dissertation: The Proposal Defence Panel will consist of the Primary Adviser, two Secondary Advisers, designated programme faculty, the PD, HOD, the, and the Dean. Typically, the PD serves as the Chair.
4. A student will defend the Proposal only when the method of data collection is clearly described, the instrument(s) of data collection is presented, and Ethics Clearance has been obtained. To initiate Ethics Clearance, Student submits the paper to the IERC after it has been approved by the PA and PD. The results of the Ethics Review will be communicated to the PD in writing by the Chair of the IERC and a copy of the Clearance will be given to the student for inclusion in the project/ thesis/dissertation.
5. In conjunction with the Ethics Clearance process, the Proposal will be reviewed by the AUA Editor for formatting and writing style as per the *SPS Research Handbook*. Comments from the Editor will be given to the PD so that they can be brought to the student's attention.
6. After the Proposal is assessed and approved by the Proposal Defence Panel, using the Research Proposal Evaluation Form (AUA/SPS/R002), the student is informed of the outcome of the Proposal defence by the PD in writing with the Proposal Evaluation Result Form (AUA/SPS/R003). This authorizes the student to collect data and

continue the research process under the supervision of the Advisers. Note that if, during the proposal defence, changes are recommended by the panel that affect the ethics clearance, the student is not authorized to collect data. Instead, the student must re-submit the proposal to IERC and obtain a new ethical clearance

The Writing Stage

Process for Projects

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research Handbook*, which is located on the AUA website at:

http://aua.ac.ke/images/WebContent/AUA_Standards_June_2014.pdf

7. The student submits each chapter of the Project to the Primary Adviser who assists the student to reach the highest level of research and writing quality; also advising of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the Project adheres to academic research standards and *SPS Research Handbook*. The Primary Adviser should copy the PD on all correspondence to the student.
8. After the Primary Adviser approves the Project, it is returned to the PD. The PD then assigns the Project to the Secondary Adviser, who provides another critical reading of the work and recommends any additional modifications to the student. When this process is completed to the satisfaction of the Secondary Advisor, he/she gives the student written approval and completes the Project Examination Form (AUA/SPS/R004). Then the Secondary Adviser sends the Project back to the Primary Adviser to check the changes. The Primary Adviser gives approval of the paper and completes Project Examination Form (AUA/SPS/R004) to submit to the PD, along with the Project.
9. When the Primary Adviser approves the paper, he/she sends it directly to the PD. Students should not submit approved Projects directly to the PD. Approved Projects are moved through the process by the PD.
10. The PD requests grades for the Project from the Primary and Secondary Advisers.
11. The PD gives the Project a final check, directs the student to fill the Printing and Binding Form, and completes the Printing and Binding Form by adding the grades. The PD submits the final grade to the Dean on the SPS Grade Sheet, as per protocol.
12. The PD sends the Project, along with the Printing and Binding Form, to the Research Office for review and editing. During this process, editorial changes may be made to

the paper to improve the grammar and flow of the paper or to correct errors in style and format. Students and Advisers should not submit Projects directly to the Research Office, submission is made only by the PD.

13. If substantive concerns are observed that may compromise academic quality, such as plagiarism or ethics, the Research Director sends the Project back to the PD with a written explanation of the concerns. The PD can give input and/or return the Project to the student for corrections. If the Editor finds significant errors in style and formatting, the Editor will return the Project to the PD the PD, who returns the paper to the student for corrections. The student sends the corrected paper back to the PD, who reviews the corrections made by the student for accuracy. The PD then returns the paper to the Editor/Research Director so that it continues through the process.
14. After the Research Office approves the Project, it is sent to the PD who then sends it to the Dean's Office for final approval signature. The following signature lines are authorized for the approval Page:
 - Primary Adviser
 - Secondary Adviser
 - Programme Director
 - Head of Department
 - Dean
15. When the Dean has given final approval, and signed the approval Page, the Project is sent from the Dean's office for printing and binding. The Dean's office submits the student's name to the Registrar's Office, where eligibility for graduation is determined.
16. When the printing and binding are completed, one (1) copy of the Project is delivered to the Judith Thomas Library for display in the collection.

Process for Theses

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research handbook*, which is located on the AUA website at:

http://aua.ac.ke/images/WebContent/AUA_Standards_June_2014.pdf

17. The student submits each chapter of the Thesis to the Primary Adviser who assists the student to reach the highest level of research and writing quality; also advising of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the Thesis adheres to academic research

- standards and *SPS Research handbook*. The Primary Adviser should copy the PD on all correspondence to the student.
18. After the Primary Adviser approves the Thesis, it is returned to the PD. The PD then avails the Thesis to the Secondary Adviser, who provides another critical input to the work and recommends any additional modifications to the student. When this process is completed to the satisfaction of the Secondary Advisor, he/she gives the student written approval and completes the Thesis Examination Form (AUA/SPS/R005). Then the Secondary Adviser sends the Thesis back to the Primary Adviser to check the changes. The Primary Adviser gives approval of the Thesis and completes the Thesis Examination Form (AUA/SPS/R005) and submits it to the PD, along with the Thesis.
 19. When the Primary Adviser approves the paper, he/she sends it directly to the PD. Students should not submit an approved Thesis directly to the PD. Approved Theses are moved through the process by the PD.

Process for Dissertations

All SPS students must ensure that their citations follow the American Psychological Association (APA) style and that their writing and formatting conform to the *SPS Research handbook* which is located on the AUA website at:

http://aua.ac.ke/images/WebContent/AUA_Standards_June_2014.pdf

20. The student submits each chapter of the Dissertation to the Primary Adviser who assists the student to reach the highest level of research and writing quality; also advising of areas that are incorrect, non-conforming to style, or are weak and need modification. When the student has corrected all indicated areas to the satisfaction of the Primary Adviser, the Primary Adviser provides written approval to the student. Approval from the Primary Adviser affirms that the Dissertation adheres to academic research standards and *SPS Research Handbook*. The Primary Adviser should copy the PD on all correspondence to the student. After the Primary Adviser approves the Dissertation, he/she returns it to the PD.
21. The PD then avails the Dissertation to the two Secondary Advisers, who provide additional critical input to the work and recommend modifications to the student. When this process is completed to the satisfaction of the Secondary Advisers, they both give the student written approval and complete the Dissertation Examination Form (AUA/SPS/R006).
22. Then the Dissertation is sent back to the Primary Adviser to check the changes. The Primary Adviser gives approval of the Dissertation and completes the Dissertation

Examination Form (AUA/SPS/R006) and submits it to the PD, along with the Dissertation. Students should not submit an approved Dissertation directly to the PD. Approved Dissertations are moved through the process by the PD.

The Oral Defence Stage

Process for Theses

23. When the PD has the approved Thesis, he/she sends it to an External Examiner.
24. After the External Examiner has reviewed the Thesis, the PD, in consultation with the HOD, and the Dean, sets a date for the oral defence.
25. The PD informs the members of the Thesis Oral Defence Panel that the oral defence date has been set and assures the availability of members. The Defence Panel consists of the:
 - Dean, Chair
 - Head of Department
 - Program Director
 - Designated Faculty of the Program
 - Primary Adviser
 - Secondary Adviser
 - External Examiner
26. Attendance at the oral defence is open to the public. Those present may participate in directing questions to the student on the topic of his/her research, when invited by the Dean. The audience will not be provided with a copy of the student's paper.
27. A Thesis defence shall normally be no longer than two hours and no shorter than one hour in duration. At the start of the oral defence, the student is given 20 minutes to present his/her Thesis. The presentation is followed by the examination of the Panel.
28. At the conclusion of the defence and following an executive session of the Panel, the student is informed how the defence was scored:
 - Very Good - No corrections necessary.
 - Good- Minor corrections necessary; student may take up to one month to make the corrections and submit the revised Thesis to the Primary Adviser through the PD.
 - Fair- Major corrections necessary; student may take up to two months to make the corrections and submit the revised Thesis to the Primary Adviser through the PD.
 - Fail- Thesis is not accepted; the student must begin the process afresh.

29. If revisions to the Thesis are necessary, the PD communicates them to the student and Primary Adviser, along with the timeframe given to finish revisions. This will be provided in writing and the student is expected to be diligent in making revisions. These revisions are done in consultation with the Primary Adviser, who then confirms that all the revisions have been done satisfactorily and submits the Final Thesis Correction Confirmation Form (AUA/SPS/R007), along with the Thesis to the PD.
30. The PD gives the Thesis a final check, directs the student to fill the Printing and Binding Form, and completes the Printing and Binding Form by adding the grades. The PD submits the final grade to the Dean on the SPS Grade Sheet, as per protocol.
31. The PD sends the Thesis, along with the Printing and Binding Form, to the Research Office for review and editing. During this process, editorial changes may be made to the paper to improve the grammar and flow or to correct errors in style and format.
32. If there are substantive concerns about academic quality, such as plagiarism or ethics, the Research Director will direct the Thesis back to the PD with a written explanation of concerns. The PD can give input and/or return the paper to the student for corrections. If the Editor finds significant errors in style and formatting, the Editor will return the paper to the PD to be sent to the student for corrections. The student sends the corrected paper back to the PD, who reviews the corrections made by the student for accuracy. The PD then returns the paper to the Editor/Research Director so that it continues through the process.
33. After the Research Office approves the Thesis, it is sent to the PD who then sends it to the Dean for final approval and signature. The following signature lines are authorized for the approval Page:
 - Primary Adviser
 - Secondary Adviser(s)
 - External Examiner
 - Programme Director
 - Head of Department
 - Dean
34. When the Dean has given final approval, and signed the approval Page, the Thesis is sent from the Dean's office for printing and binding. The Dean's office submits the student's name to the Registrar's Office, where eligibility for graduation is determined.
35. When printing and binding are completed, one (1) copy of the Thesis is delivered to the Judith Thomas Library for display in the collection.

Process for Dissertations

36. When the PD has approved the Dissertation, he/she sends it to an External Examiner.
37. After the External Examiner has reviewed the Dissertation, the PD, in consultation with the HOD and the Dean, sets a date for the oral defence.
38. The PD informs the members of the Dissertation Oral Defence Panel that the oral defence date has been set and assures the availability of members. The Defence Panel consists of the:
 - Dean, Chair
 - Head of Department
 - Program Director-
 - Designated Faculty of the Program
 - Primary Adviser
 - Two Secondary Advisers
 - External Examiner
39. Attendance at the oral defence is open to the public. Those present may participate in directing questions to the student on the topic of his/her research, when invited by the Dean. The audience will not be provided with a copy of the student's paper.
40. A Dissertation defence shall normally be no longer than two and a half hours and no shorter than two hours in duration. At the start of the oral defence, the student is given 30 minutes to present his/her Dissertation. The presentation is followed by the examination of the Panel.
41. At the conclusion of the defence and following an executive session of the Panel, the student is informed how the defence was scored:
 - Very Good - No corrections necessary.
 - Good- Minor corrections necessary; student may take up to one month to make the corrections and submit the revised Dissertation to the Primary Adviser through the PD.
 - Fair- Major corrections necessary; student may take up to two months to make the corrections and submit the revised Dissertation to the Primary Adviser through the PD.
 - Fail- Dissertation is not accepted; the student must begin the process afresh.
42. If revisions to the Dissertation are necessary, the PD communicates them to the student and Primary Adviser, along with the timeframe given to finish revisions. This will be provided in writing and the student is expected to be diligent in making revisions. These revisions are done in consultation with the Primary Adviser, who

- then confirms that all the revisions have been done satisfactorily and submits the Final Dissertation Correction Confirmation Form (AUA/SPS/R008), along with the Dissertation to the PD.
43. The PD gives the Dissertation a final check, directs the student to fill the Printing and Binding Form, and completes the Printing and Binding Form by adding the grades. The PD submits the final grade to the Dean on the SPS Grade Sheet, as per protocol.
 44. The PD sends the Dissertation, along with the Printing and Binding Form, to the Research Office for review and editing. During this process, editorial changes may be made to the paper to improve the grammar and flow or to correct errors in style and format.
 45. If there are substantive concerns about academic quality, such as plagiarism or ethics, the Research Director will direct the Dissertation back to the PD with a written explanation of concerns. The PD can give input and/or return the paper to the student for corrections. If the Editor finds significant errors in style and formatting, the Editor will return the paper to the PD to be sent to the student for corrections. The student sends the corrected paper back to the PD, who reviews the corrections made by the student for accuracy. The PD then returns the paper to the Editor/Research Director so that it continues through the process.
 46. After the Research Office approves the Dissertation, it is sent to the PD who then sends it to the Dean for final approval and signature.

The following signature lines are authorized for the approval Page:

- Primary Adviser
 - Both Secondary Advisers
 - External Examiner
 - Programme Director
 - Head of Department
 - Dean
47. When the Dean has given final approval, and signed the approval Page, the Dissertation is sent from the Dean's office for printing and binding. The Dean's office submits the student's name to the Registrar's Office, where eligibility for graduation is determined.

When printing and binding are completed, one (1) copy of the Dissertation is delivered to the Judith Thomas Library for display in the collection.

PUBLIC HEALTH PROGRAMMES

Programme Director: Daniel Ganu, DrPH

MASTER OF PUBLIC HEALTH

The Master of Public Health (MPH) programme in the School of Postgraduate Studies offers you the opportunity to earn a Master of Public Health degree from the highly ranked Adventist University of Africa (AUA). Strong communities are the foundation of Public Health, and AUA is committed to wholistic service, training, and research which are necessary to build our students and communities. Through rigorous academics on-campus, online, and at our Extension Sites, the programme aims to directly impact the well-being of our students, the people of the African continent, and the world at large. Through educational programmes, research initiatives and a service-driven mission, the University is committed to empowering underserved populations and advancing the health of communities around the globe. Information technology is integral to the delivery of every course, including the delivery of content materials, student assignments, and communication between the students and faculty.

Programme Philosophy

The philosophy of the MPH programme is derived from the basic beliefs of the Seventh-day Adventist Church and the mission of the University. The programme recognises the need for the stewardship and development of the person in order to maintain the physical, mental, and spiritual health necessary for the in-dwelling of the Spirit of God and provision of service to others, the local community, and the broader society. Health practitioners are increasingly being required to engage their clients, not only through curative interventions but also with preventive, promotive, and rehabilitative services to ensure that the health of clients is enhanced and that diseases, medical conditions, and their psychosocial consequences do not worsen or recur.

Focus on preventive and promotive health actions is relevant all over the world, but more specifically in Africa where health promotion is scarce due to poverty and low educational levels among the majority of people. A report from the Centre for Strategic and International Studies (CSIS) on public health in Africa stated global public health challenges were more

acute in sub-Saharan Africa and that the region carries 24% of the global burden of disease (Cooke, 2009). The challenges in public health require a concerted effort in education, for both prevention of disease and promotion of good health.

The MPH programme emphasises empowering people working with communities in Africa and around the world with comprehensive knowledge, attitudes and skills necessary to enjoy better health.

Expected Learning Outcomes

By the end of the MPH programme, students will be able to:

1. Identify major public health problems within the African continent, in particular, and the world at large.
2. Describe conventional and complementary solutions in the prevention and control of common health problems.
3. Apply the skills, principles, concepts, and methods of health promotion as a comprehensive approach for addressing public health issues in diverse societies and settings.
4. Outline effective strategies to address and manage public health problems in order to bring about changes in the lives of people and communities.
5. Design epidemiological research and interpret findings for use as a tool for knowledge, prevention, and control of disease.
6. Evaluate the types, dynamics, prevention, and control of communicable and non-communicable diseases with special attention to tropical conditions.
7. Conceptualize, design, implement, and evaluate programmes and policies to protect and promote environmental health.
8. Plan, develop, and implement health intervention programmes in the community setting and evaluate their impact on alleviating the burden of disability, morbidity, and mortality among community members.
9. Demonstrate a practical understanding of the mechanisms whereby nutrition modifies disease processes, based on rigorous application of scientific principles.

Admission Requirements

In addition to the general admission requirements of the University, the applicant should also satisfy the following programme prerequisites.

Programme Prerequisites

Applicants are to meet the following prerequisites as having been taken at undergraduate level:

1. Human Anatomy and Physiology/Human Biology (3 semester credits)
2. Human Nutrition (3 semester credits)

Graduation Requirements

Meet AUA/SPS graduation requirements and also fulfil the following:

1. Successfully complete a minimum of 46 credits of course work and a project/thesis equivalent to 6 credits, making a total of 52 credits.
2. Attain a minimum CGPA of 2.75 (on the 4.0 scale).
3. Successfully complete and make an oral presentation of a research project relevant in the area of specialization.
4. Submit the required bound copies of the research project.

Distribution of Courses and Credit hours

MPH Requirements	Courses	Credits
MPH Core	7	21
Internship	1	1
Research and Thesis/Project	3	9
Specialization	6	18
Electives	1	3
Total	18	52

Curriculum

Core Courses (22 Credits)	Credits
All students must take these courses	
PHEH637 Principles of Environmental Health	3

PHEP656 Principles of Epidemiology	3
PHET662 Ethics in Public Health	3
PHPP 626 Public Health Project Planning, Monitoring & Evaluation	3
PHHM647 Adventist Philosophy of Health	3
PHHP627 Concepts and Principles of Health Promotion	3
PHRM611 Introduction to Biostatistics	3
PHHP791 Internship (Those currently working in health institution are exempted from this requirement)	1
<hr/> Environmental Health (18 Credits)	
PHEH638 Sanitation and Waste Management	3
PHEH 665 Water and Food Safety	3
PHEH644 Occupational Health and Safety	3
PHEH640 Strategies of Health Promotion	3
PHEH681 Environmental Health Risk Assessment	3
PHEH668 Global Environmental Health Issues	3
<hr/> Health Promotion (18 Credits)	
PHHP 650 Substance Abuse & Mental Health	3
PHNU620 Public Health Nutrition	3
PHHP630 Strategies of Health Promotion	3
PHHP 645 Communicable and Non-Communicable Diseases	3
PHHP656 Disease Prevention and Control	3
PHHP668 Global Health Issues	3
<hr/> Nutrition (18 Credits)	
PHNU620 Public Health Nutrition	3

PHNU633 Nutrition Education and Consumer Awareness	3
PHNU693 Maternal & Child Health	3
PHNU626 Nutrition in Life Cycle	3
PHNU628 Assessment of Nutritional Status	3
PHNU668 Global Nutritional Health Issues	3
<hr/>	
Community Development (18 Credits)	
<hr/>	
PHCD 632 Community Development Theory and Practice	3
PHCD 635 Natural Disasters and Complex Humanitarian Emergencies	3
PHCD 651 Ethics in Community Development	3
PHCD 647 Sustainable Development	3
PHCD 644 Gender and Development	3
PHCD 652 Community Resource Management	3
<hr/>	
Electives (3 Credits) select one course	
<hr/>	
PHEL627 Health in the Social Context	3
PHEL635 Human Behaviour and Health	3
PHEL648 Financial Management in Health Care	3
PHEL660 Seminar in Public Health Policy and Advocacy	3
HADM 626 Epiinfo Data Management	3
PHCD 636 Human Rights Issues in Community Development	3
PHCD 648 Funding for Community Development	3
PHPP 626 Public Health Project Planning, Monitoring & Evaluation	3
<hr/>	
Research (9 Credits) All students must take these courses	
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PHRM612 Research Methods	3
PHRM 697 Research Project/Thesis	6
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COMPUTER SCIENCE PROGRAMMES

Programme Director: Lossan Bonde, PhD

MASTER OF SCIENCE IN APPLIED COMPUTER SCIENCE

Rapid industrialization, global competition, and advances in technology have enabled man to generate information faster than it can be disseminated. As a result, conventional management tools have become ineffective in responding to information requirements of modern organizations. The speed and memory of the modern computer and communications technology have replaced conventional tools for storing, processing and disseminating information in most organizations. Such information systems have become so vital to the survival of organizations that it is nowadays widely accepted that the major management challenge of the 21st century is how to use information technology to design and operate organizations that are competitive and efficient.

Hence, the government, the non-governmental organizations, the Institutions of learning, the private sector and the parastatals will have interest in such a person and hence need for the programme.

There exists a lot of interest from the Industry, Agencies and Institutions as confirmed by many request from individuals and various adverts for qualified computer and information Systems specialist needed by various organizations, both public and private.

Philosophy of the Programme

The philosophy of the Master of Science in Applied Computer Science is derived from the basic beliefs of the Seventh-day Adventist church and the mission of the University concerning the need for stewardship and development of the person in order to maintain the physical, mental and spiritual health necessary for the in-dwelling of the Spirit of God and provision of service to individuals, the local community as well as the broader society.

The specific philosophy of this programme is that 21st century scientists and technicians are required not only to be competent in their respective areas of specialization but also thrust worthy, reliable, committed, and accountable to God, to their employer, and their direct supervisor.

Expected Learning Outcomes

Programme Learning Outcomes

By the end of the Master degree programme, students will be able to:

- a. Keep abreast of the ongoing trends in research and the technological advancement in computer science
- b. Have the practical skills to integrate new advancements into their current setting.
- c. Effectively compare, evaluate, and specify appropriate hardware and software.
- d. Have an understanding of business environments to smoothly work with business personal in a team setting providing leadership in integrating information and computer technology.
- e. Understand and have defined the concept of a worldview and servant leadership.

Specializations Learning Outcomes

Cyber Security Learning Outcomes

By the end of the specialization, the graduate should be able to:

- a. Enumerate and describe the various techniques and technologies used to secure networks and data.
- b. Analyse and discover security breach, and contain the damage cause by the breach.
- c. Evaluate the vulnerability level and provide appropriate control solutions.
- d. Detect and prevent intrusions.
- e. Use appropriate cryptographic tools and techniques to ensure data security.
- f. Develop computer networks and infrastructures security policy.

E-Services Learning Outcomes

By the end of the specialization, the graduate should be able to:

- a. Enumerate and describe current cloud-computing technologies.
- b. Evaluate, specify and implement internet-based solutions.
- c. Analyse big data and provide business decision makers with information and tools.
- d. Lead a software development project team.

Networks and Systems Administration

By the end of the specialization, the graduate should be able to:

- a. Enumerate and describe current cloud-computing technologies.
- b. Plan, design, implement and manage a network system.
- c. Integrate emerging Internet Technologies into local networks.

- d. Specify, set up and maintain systems and networks in a secured and risk controlled environment.

Data Science and Artificial Intelligence

By the end of the specialization, the graduate should be able to:

- a. Use mathematics knowledge to solve data science and artificial intelligence problems.
- b. Understand the fundamental algorithms in AI, and what types of problems they are used to solve.
- c. Put in practice their acquired skills to analyse, design, and implement solutions for issues involving the use of big data and AI techniques.
- d. Have reached a professional level in their area of specialization.

Admission Requirements

Applicants to the master's programmes must have a first degree in computer science or related fields (Information Technology, Information Systems, and relevant Engineering degrees) from a recognized university with a minimum of 3.0 grade point average on a 4.0-point scale or its equivalent. Applicants with a CGPA between 2.50 and 2.99 may be admitted on probationary status if they meet the conditions (see Admission Status Classifications) and are recommended for admission to the programme.

Programme Prerequisites

Applicants to this programme must meet the following prerequisites as having been taken at undergraduate level:

1. Algorithms and Data Structures
2. Operating Systems
3. Object Oriented Programming
4. Databases
5. Computer Architecture

Graduation Requirements

Meet AUA/SPS graduation requirements and also fulfil the following:

1. Successfully complete a minimum of 45 credits of course work which is a total of 720 lecture contact hours and a thesis equivalent to 6 credits, making a total of 51 credits.

2. Attain a minimum cumulative GPA of 2.75 (on the 4.0 scale).
3. Successfully complete and make an oral presentation of a research project relevant in the area off specialization
4. Submit the required bound copies of the research project.

Major Curriculum Sub-Divisions	Credits Requirements	Total lecture hours
Core Course	7	21
Area of Specialization	6	18
Certification	1	03
Research Methods	1	03
Thesis	1	06
Total	16	51

Curriculum

Core Courses (21 Credits)	Credit Hours
ACSP 605 Management Information Systems	3
ACSP 607 Issues in Computer Science and Religion	3
ACSP 609 Advanced Database Systems & Database Security	3
ACSP 616 Cryptography	3
ACSP 618 Security Risk Management & Policy	3
ACSP 624 Business for Computer Scientist	3
ACSP 627 Foundations of Artificial Intelligence	3
Areas of Specialization [select ONE area] (18 Credits)	

Cyber Security (18 Credits)	
ACSP 630 Fundamentals of Cyber Security	3
ACSP 634 Access Control & Attack/Defence	3
ACSP 638 Securing the Network	3
ACSP 640 Cloud Computing	3
ACSP 660 Advanced Network & Information Security	3
ACSP 664 Advanced Cryptography	3

E-Services (18 Credits)	
ACSP 636 Mobile Computing	3
ACSP 640 Cloud Computing	3
ACSP 646 User Interface Design	3
ACSP 648 Web based Applications and Services	3
ACSP 658 Advanced Software Design, Implementation and Architecture	3
ACSP 662 Managing Big Data	3

Networks and Systems Administration (18 Credits)	
ACSP 640 Cloud Computing	3
ACSP 650 Advanced Data Communication & Networking	3
ACSP 654 Managing Computing Environment in Education Settings	3
ACSP 656 Advanced Systems and Network Administration	3
ACSP 660 Advanced Network & Information Security	3
ACSP 668 Emerging Computer and Network Technologies	3

Research (9 Credits)	
ACSP 695 Research Methods & Publication in Computer Science	3
ACSP 698 Thesis	6

Data Science and Artificial Intelligence (18 Credits)	
DSAI 601 Introduction to Big Data and Data Science	3
DSAI 602 Mathematics and Statistics for Data Science and AI	3
DSAI 603 Hadoop and Spark Ecosystems	3
DSAI 604 Machine Learning	3
DSAI 605 Neural Networks and Deep Learning	3
DSAI 606 Natural Language Processing and Computer Vision	3

DEPARTMENT OF SOCIAL SCIENCES

Head of Department: Musa Nyakora, PhD

Programmes

1. Master of Business Administration (MBA)
2. Master of Arts in Leadership (MA)
3. Doctor of Philosophy in Leadership (PhD)

Full Time Faculty Members

Name	Rank	Degree
1 Baker, Delbert W.	Professor	PhD in Organisational Communication, Howard University, USA, 1992.
2 Awuor, Risper	Associate Professor	PhD in Educational Research and Evaluation, Virginia Polytechnic and State University, 2008.
3 Ganu, Josephine	Associate Professor	PhD in Commerce (Management), University of Santo Tomas, Philippines, 2004.
4 Nyakora, Musa Ondara	Professor	PhD in Organisational Development, Cebu Doctors University, Philippines, 2003.
5 Nwaomah, Angela	Associate Professor	PhD in Information and Resources Management (Records Management), Babcock University, Nigeria, 2013.
6 Razafiarivony, Marie-Anne	Associate Professor	PhD in Commerce (Management), University of Santo Tomas, Philippines, 2007.
7 Wa-Mbaleka, Safary	Associate Professor	PhD, Online Education, Capella University, Minneapolis, USA, 2013. EdD, Curriculum and Instruction, Northern Arizona University, Flagstaff, USA, 2006.

BUSINESS PROGRAMMES

Programme Director: Josephine Ganu, PhD

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) programme is a professional programme designed to develop skilled professionals of integrity whose influence as agents of change will be felt within the Church and society. The aim of this programme is to provide students with the true MBA experience, combining expertise and professionalism with practise and integrity in a multicultural learning environment based on Christian values. The MBA programme at AUA is about fresh thinking, innovative leadership, stewardship, positive impact, social responsibility, spiritual and ethical values to balance professional competency.

Programme Philosophy

The philosophy of the MBA programme is in accordance with the basic beliefs of the Seventh-day Adventist Church and the mission of the University concerning ministering, stewardship, responsible leadership, social responsibility, and ethical behaviour.

Organisations today demand versatile, technologically literate professionals who can actively contribute and thrive in a team/project management environment. The AUA MBA programme is distinctive in design, incorporating spiritual and ethical values to balance professional competency.

Since management techniques quickly become obsolete, we focus on developing versatility through critical thinking, analytical and applied research skills, creativity, and high standards for professional integrity and ethics. The programme emphasises three of the most fundamental aspects of business administration: strategic thinking, functional effectiveness and effective decision-making. To this end, every course in the programme offers opportunities to develop decision-making skills in practical situations.

Expected Learning Outcomes

By the end of the programme, MBA graduates will:

1. Have functional knowledge and insight that can be applied from a management perspective to address cross disciplinary issues.

2. Become analytical problem solvers and critical thinkers, including being able to analyse uncertain situations, utilise facts and evidence in drawing conclusions.
3. Have a global perspective and work effectively with others in a work setting involving cultural and demographic diversity.
4. Have leadership, teamwork and communication skills.
5. Have the ability to use technology and manage information to adapt to changing conditions.
6. Develop positive values and moral courage consistent with a biblical world view for personal and professional life.
7. Become lifelong learners of the skills and competencies necessary to successfully manage people and other institutional resources in a dynamic environment.

Admission Requirements

In addition to the general AUA admission requirements, an MBA applicant should:

1. Have at least two years of post-graduation relevant work experience. Students who lack work experience will be required to undertake on-the-job training through internship/practicum for at least 12 weeks (480 clock hours) in a reputable organisation after completion of the first two semesters;
2. Submit a written personal *Statement of Purpose* explaining why he/she wants to take MBA at AUA.

Programme Prerequisites

Students seeking admission into the MBA programme from degree programmes other than Business Administration must take the following Prerequisites and earn a grade of C or better in each of the following undergraduate courses or their equivalents:

1. Principles of Accounting
2. Business Statistics
3. Business Economics
4. Principles of Management

Graduation Requirements

In order to graduate with a Masters of Business Administration, a student is required to:

1. Successfully complete a minimum of 45 credits of course work and a project equivalent to 6 semester credits, making a total of 51 credits.
2. Maintain a minimum CGPA of 2.75 (on the 4.0 scale).
3. Attain a pass grade of C+ (or above) for the written project/thesis.
4. Submit the required bound copies of the research project/thesis

Graduation Requirements

Meet AUA/SPS graduation requirements and also fulfil the following:

1. Successfully complete a minimum of 45 credits of course work and a project/thesis equivalent to 6 credits, making a total of 51credits.
2. Attain a minimum CGPA of 2.75 (on the 4.0 scale).
3. Successfully complete and make an oral presentation of a research project relevant in the area of specialization.
4. Submit the required bound copies of the research project.

Total credit hours required for graduation

No	Major Curriculum Sub-Divisions	Courses	Credits
1	Master of Business Administration Core	09	27
2	Area of Specialization	05	15
3	Research	01	03
4	Thesis/Project	01	06
	Total Credits	16	51

Curriculum

MBA CORE COURSES (27 Credits)	Credit Hours
BUAD 608 Theology of Wealth and Stewardship	3
MRKG 610 Marketing and Service Management	3

FINC 610 Financial Management	3
FINC 620 Accounting for Decision Making	3
MGNT 620 Human Resource Management	3
BUAD 625 Organizational Theory and Behaviour	3
MGNT 625 Strategic Management	3
BUAD 630 Biblical Basis for Business Ethics and Social Responsibility	3
INFS 620 Managing Information Systems	3
RESEARCH COMPONENT (9 Credits)	
BURM 680 Business Research and Statistical Methods	3
BURM 690 Thesis/Project	6
Areas of Specialisation [One area to be selected] 15 Credits	
ACCOUNTING SPECIALISATION	
ACCT 620 Financial Accounting	3
ACCT 630 Government and Not-For- Profit Accounting	3
ACCT 640 Auditing and Control	3
ACCT 660 International Accounting and Financial Reporting	3
GENERAL ELECTIVES	
ACCT 650 Advanced Financial Accounting	3
ACCT 670 Accounting Seminar	3
ACCT 680 Taxation	3
FINANCE SPECIALIZATION	
FINC 630 Corporate Finance	3
FINC 640 Investment and Portfolio Management	3
FINC 650 Money and Financial Institutions	3

FINC 660 Insurance and Risk Management	3
GENERAL ELECTIVES	
FINC 670 Finance Seminar	3
FINC 680 Capital Budgeting	3
FINC 690 International Financial Management	3
FINC 700 Financial Economics	3
MANAGEMENT SPECIALISATION	
MGNT 630 Corporate Governance	3
MGNT 640 Change and Crisis Management	3
MGNT 650 Teamwork and Leadership	3
MGNT 710 Management communication	3
GENERAL ELECTIVES	
MGNT 670 Management Seminar	3
MGNT 680 Project Management	3
MGNT 690 Total Quality Management	3
MGNT 660 Management of Not-For-Profit Organizations	3
MGNT 700 Managing Across Cultures	3
INFORMATION SYSTEM SPECIALISATION	
INFS 609 Advanced Database Management & Administration	3
INFS 630 Advanced IT Service Systems Analysis and Design	3
INFS 650 Business Data Communications & networking	3
INFS 656 Advanced Systems and Network Administration	3
GENERAL ELECTIVES	

INFS 660 Advanced Network & Information Security	3
INFS 670 Information Systems Seminar	3
IINFS 680 E-commerce	3

HEALTHCARE MANAGEMENT SPECIALIZATION

HADM 641 Healthcare Policy Development and Management	3
HADM 657 Managerial Epidemiology	3
HADM 660 Insurance and Risk Management	3
HADM 690 Total Quality Management	3

GENERAL ELECTIVES (3 Credits)

HADM 626 Einfo Data Management	3
HADM 646 Healthcare Systems Operation Management	3
HADM 648 Special Topics in Health Care Management	3
HADM 663 Supply Chain Management in Healthcare Institutions	3

LEADERSHIP PROGRAMMES

Programme Director: Musa Nyakora, PhD

MASTER OF ARTS IN LEADERSHIP

The Master of Arts in Leadership (MA Leadership) programme is an interdisciplinary, collaborative programme designed to meet the needs of mid-career leaders. It provides an innovative and highly flexible approach to self-motivated learners to pursue a degree in the context of a learning community. As an interdisciplinary programme, it is open to qualified individuals with a variety of professional backgrounds, including church administration, healthcare, business, public sector, and educational administration.

Programme Philosophy

The leadership development programme that the Adventist University of Africa offers an interdisciplinary programme, which draws from the resources of the School of Postgraduate Studies, particularly, from management science, education, health, and research methodology. It also draws from the resources of the Seminary for the enhancement of its philosophical and fiduciary strand.

Philosophically, the leadership programme is undergirded by the belief that God is the Creator of the universe, and the Sustainer of life. Moreover, the same God is the Redeemer of human beings. This God has commissioned us to advance His work of reconciling human beings to Himself, and thus, restoring the image of God to humanity in preparation for His return to take His people where He is. Education is the work of a lifetime to achieve God's redemptive agenda. Seventh-day Adventists believe that education is preparation "for active life that is marked by excellence," and this understanding drives the leadership development programme at AUA.

In a way, the leadership programme is the apex of the educational construct at AUA because while all AUA programmes are intended to enhance the leadership capacity and potential in Africa, the leadership programme is specific about leadership development. Moreover, the leadership development programme at AUA is also driven by the biblical benchmark for education. This means that the journey of academic excellence, professional proficiency, and spiritual growth is paramount. "Higher than the highest human thought can reach is God's ideal for His children" (Ellen G. White, 1903, p.18). Leadership is a programme that seeks to develop competencies for giving direction to people, casting and expanding the vision of the

people, and formulating pertinent strategies for developing people. It is a programme that enhances the life of faith in God and respect for the dignity and value of every human being, and helps human beings grow and develop fully to their God-given potential. The programme is intended to nurture thinkers, rather than mere reflectors of other people's thoughts. It promotes loving service, rather than selfish ambition.

Expected Learning Outcomes

The desired learning outcomes of the AUA leadership programme are broadly stated below. By the end of the learning experience, the graduate should be:

1. Able to integrate knowledge and theory to be applied to practical realities of the situation where leadership competencies are needed.
2. Able to critically evaluate various leadership models, philosophies, strategies and theories that are used by various leaders in a contemporary cultural landscape.
3. Equipped with tools to analyse knotty challenges, which hinder authentic leadership formation in African settings.
4. Able to engage in critical appraisal of what is different from their beliefs with a view to enhancing productive mutuality within the community of scholars who are different in culture, ethnicity, gender, nationality, race, and religion.

Admission Requirements

1. Satisfy the general University admission requirements.
2. Applicant should be in active service at the time of application.
3. Previous work experience in leadership is highly desirable.

Graduation Requirements

In order to graduate with a Masters of Business Administration, a student is required to:

1. Successfully complete a minimum of 45 credits of course work and a project equivalent to 6 semester credits, making a total of 51 credits.
2. Maintain a minimum CGPA of 2.75 (on the 4.0 scale).
3. Attain a pass grade of C+ (or above) for the written project/thesis.
4. Submit the required bound copies of the research project

No	Major Curriculum Sub-Divisions	Courses	Credits
1	Core Course	08	24
2	Area of Specialization	05	15
3	Electives	01	03
4	Research Components	02	09
	TOTAL CREDITS	17	51

Curriculum

No	Courses	Credit Hours
CORE COURSES		24
1	LEAD 620 - Foundations of Leadership	3
2	LEAD 630 – Coaching and Mentoring others for Leadership	3
3	LEAD 632 – Human Resource Leadership	3
4	LEAD 640 – Organization and Management for Leaders	3
5	LEAD 644 – Financial Leadership	3
6	CHMN 667 - Health and Wellness	3
7	THST 660 - Issues in SDA Theology	3
8	LEAD 654 – Information Technology for Leaders	3
AREAS OF SPECIALIZATIONS		
1. STRATEGIC BUSINESS LEADERSHIP		15
1	LEAD 634 – Strategic Leadership and Planned Change	3
2	LEAD 642 – Problem Solving, Decision Making and Leadership	3
3	LEAD 640 – Change and Crisis Management for Leaders	3

4	LEAD 652 - Resource Mobilization Techniques and Proposal Writing Skills	3
5	LEAD 653 - Organization Theory and Behaviour	3
2. ORGANIZATIONAL LEADERSHIP		15
1	LEAD 643– Ethical and Professional Aspects in Leadership	3
2	LEAD 651 – Critical Thinking Concepts and Tools for Leaders	3
3	LEAD 618 – Developing a Multi-cultural Perspective in Organizations	3
4	LEAD 650 – Governance and Policy Issues in Business, Church and Society	3
5	BUAD 608 – Theology of Wealth and Stewardship	3
GENERAL ELECTIVES (Choose One Unit)		1
1	THST 610 – Revelation, Inspiration and Hermeneutics	3
2	LEAD 670 – Public Health and Leadership	3
3	LEAD 680 – Legal Aspects in Leadership	3
4	LEAD 690 – Emotional Intelligence for Leaders	3
6	LEAD 655 – Management Communication	3
7	LEAD 656– Project Management and Appraisal Tools for Leaders	3
8	LEAD657 – Management of Not-For-Profit Organizations	3
9	LEAD 654 – Field work- Leadership Seminar	3
RESEARCH AND STATISTICS		9
1	LERM 621- Research Methods and Statistics	3
2	LERM 695 – Thesis / Project	6

Programme Director: Musa Nyakora, PhD

DOCTOR OF PHILOSOPHY IN LEADERSHIP

Programme Philosophy

The PhD programme is solidly based on the Seventh-day Adventist philosophy of holistic education, emphasizing the effective integration of faith and learning. The programme implements the curriculum with three core values: integrity, respect and love. These core values provide students with the tools to meet the demands of complex and changing church, business and health environments.

The foundations of the PhD programme are built on principles from Scripture and world-class sources on leadership, including studies in leadership philosophy, practice, and style. This will equip the reflective practitioner and ground his/her knowledge to African realities without neglecting the competencies needed for global leadership. The result is graduates who are contextually relevant and globally functional. Such graduates will give effective leadership on the local level in their communities and countries. At the same time, graduates will be comfortable and confident enough to occupy a position at the global level in order to enhance the synergy of the Church, community and society.

Expected Learning Outcomes of the Areas of Specialization

Students in the PhD programme can choose an area of Specialization that meets their interests and professional goals. Each area of Specialization is linked to the overall programme goals and the expected learning outcomes by five competencies that graduates will exhibit. The competencies form a programmatic framework, and are:

1. Self-Development
2. Interpersonal Development
3. Leadership and Organizational Development
4. Research and Scholarship Development
5. Elective Development

Expected Learning Outcomes for Specialization in Church Ministry Leadership:

After completing this Specialization, the student will be able to:

1. Demonstrate knowledge of biblical, theological and theoretical principles which undergird Christian spiritual leadership to inform all ministerial practices. (Competency: Leadership and Organizational Development)
2. Design systems and structures that enable individuals to work, communicate and develop within a positive organizational culture. (Competency: Interpersonal Development)
3. Craft a leadership development matrix, which facilitates awareness of God's redemptive agenda in the student's personal and professional life. (Competency: Self-Development)
4. Apply leadership principles drawn from Scripture, leadership theory and theology to specific realities in Africa so that people can experience holistic growth in grace. (Competency: Research and Scholarship Development)

Expected Learning Outcomes for Specialization in Business and Not-for-Profit Leadership

After completing this Specialization, the student will be able to:

1. Formulate policies, implement procedures and operationalize activities for the purposes of efficiency and effectiveness of sector specific. (Competency: Leadership and Organizational Development)
2. Demonstrate a mastery of business enterprises, public undertaking and/or non-governmental sectors operation with a view to satisfy clients within the confines in which they operate. (Competency: Leadership and Organizational Development/Elective Development)
3. Acquire leadership skills and competencies that will enable the student to analyse the nature and characteristics of organizational growth and development. (Competency: Self-Development; Research and Scholarship Development)
4. Judge and accept personal responsibility for any ethical and/or moral malpractice that may arise from their negligence and/or non-performing behaviour in the workplace. (Competency: Interpersonal Development)

Expected Learning Outcomes for Specialization in Public Health Leadership

After completing this Specialization, the student will be able to:

1. Apply economic and organizational principles to public health leadership in communication, public relations, and other key emerging issues in the

- profession. (Competency: Leadership and Organizational Development; Interpersonal Development)
2. Utilize critical thinking and assessment skills in order to analyse public health agencies, programmes, policies and issues. (Competency: Leadership and Organizational Development; Elective Development)
 3. Demonstrate skills needed for advanced competencies, sound leadership, and decision-making, including the applications of ethics and professionalism. (Competency: Self-Development; Research and Scholarship Development)
 4. Evaluate the impact of policies, legislation, and cultural differences on populations and individuals in order to interact effectively and professionally with persons from diverse backgrounds. (Competency: Self-Development; Interpersonal Development; Electives Development)

Admission Requirements

In addition to the general admission requirements of the University, the applicant should also satisfy the following programme prerequisites.

Programme Prerequisites

1. A Master's degree in Leadership or its equivalent with and a minimum Cumulative Grade Point Average (CGPA) of 3.33 (on a 4-point system).
2. Applicants with a CGPA of 3.00-3.32 may be admitted on probation status and take classes in the PhD Leadership programme. After one (1) session, if the student's CGPA is 3.33 they will be regularized. If the CGPA is less than 3.33, the student will not continue in the programme due to academic deficiency.
3. Successful completion of at least six (6) credits of coursework in research and statistics at the postgraduate level. This requirement is in addition to the completed and accepted thesis/project done at the postgraduate level.
4. A statement of purpose, career goals and commitment to academic excellence is required. This statement should be a maximum of five (5) pages, typed, double-spaced. It should be submitted together with the other application materials.
5. Three letters of recommendation are to be submitted with the application materials:
 - One professional recommendation
 - One academic recommendation
 - One character recommendation

Graduation requirements

A student in the programme will qualify for graduation only after he/she has:

1. Completed the prescribed courses and modules and earned a minimum of 60 credits
2. Successfully completed, defended the PhD dissertation, and submitted a bound copy
3. Maintained a CGPA of 3.33 or greater

Course and Credit Distribution

Areas	Courses	Credits
Core courses	6	18
Specialization	6	18
Electives	1	3
Research and Statistical	3	9
Dissertation	1	12
Total Credits Required for PhD Degree	17	60

Curriculum

No	Courses	Credits Hours
CORE COURSES		18
1	LEAD 702 - Biblical Foundations for Leadership	3
2	LEAD 712 - Legal and Policy Aspects of Leadership	3
3	LEAD 735 - Ethical/Moral Formation for Leadership in Africa	3
4	LEAD 740 - Emotional and Social Intelligence for Leaders	3
5	LEAD 743 - Leadership in Cross-Cultural Setting	3
6	LEAD 763 - Leadership Competencies and Change Management	3

AREAS OF SPECIALIZATION		
ORGANIZATIONAL LEADERSHIP		18
1	LEAD 711 – Corporate Strategic Leadership and Systems Thinking	3
2	BUAD 734 - Issues in Organizational Leadership and Management	3
3	LEAD 773 – Developmental Theories in Organizational Leadership	3
4	LEAD 753 - Leadership and Spirituality	3
5	LEAD 783 - Selected Leadership Competencies	3
6	LEAD 787 - Advance Topics in Organizational Leadership Research	3
Electives for Organizational Leadership (Select one course from the electives)		18
1	LEAD 738- Performance-Driven Leadership in Organizations	3
2	LEAD 750 - Theories of Team Building for Leadership Excellence	3
3	LEAD 773 Developmental Theories and Leadership	3
4	LEAD 775 - Leadership Theories, Models and Styles	3
5	LEAD 777 -The Influence of Worldview on Comprehension of Truth	3
6	LEAD 703 – Theology and Practice of Leadership	3
STRATEGIC BUSINESS LEADERSHIP		18
1	BUAD 708 Business, Church and Society	3
2	BUAD 723 - Advanced Strategic Management and Planned Change	3
3	LEAD 739 - Leadership and Governance Issues	3

4	BUAD 776– Advanced Conflict and Crisis Management	3
5	BUAD 816 - Applied Entrepreneurship and Creativity	3
6	BUAD 815 - Advocacy, Lobbying and N/working for Organizations	3
Electives for Strategic Business Leadership (Select one course)		18
1	BUAD 711 - Corporate Strategic Leadership and Systems Dynamics	3
2	BUAD 731 - Public Procurement Policy and Supply Chain Management	3
3	BUAD 742- Financial Management	3
4	BUAD 745 - International Business Environment	3
5	BUAD 805 - Advanced Project Management and Resource Mobilization	3
6	LEAD 806 – Information Technology and Leadership	3
PUBLIC HEALTH LEADERSHIP		18
1	PHAD 713: Communication Skills in Public Health Leadership	3
2	PHAD 788: Issues in Public Health Leadership	3
3	PHAD 789: Public Health Policy Development and Management	3
4	PHAD 814: Advanced Topics in Public Health Leadership Research	3
5	PHAD 842: Group Dynamics and Team Leadership in Public Health	3
6	PHAD 856: Law and Ethics for Public Health Leaders	3
Electives for Public Health Leadership (Select one course)		3
1	PHAD 721 Global Health Ethics	3

2	PHAD 724 Monitoring and Evaluation of Public Health Programmes	3
3	PHAD 764 Financial Management in Public Health	3
4	PHAD 767 Competencies for Public Health Leadership Excellence	3
5	PHAD 857 Public Health Informatics in Healthcare Management	3
RESEARCH AND STATISTICS		18
1	BURM 790 Research Methods and Statistics	3
	LERN 612 Research Methods for Leaders	
2	BURM 791 Applied Qualitative Research Method	3
3	BURM 792 Applied Quantitative Research Method	3
DISSERTATION		
1	LEAD 899 Dissertation	12

SPS COURSE DESCRIPTIONS

PUBLIC HEALTH

CORE COURSES

PHEH 637 Principles of Environmental Health**3 Credits**

This course exposes students to the connection between population health and environmental factors associated with health and disease. The course also looks into what communities can do to protect and enhance their health and influence the quality of the environment.

PHEP 656 Principles of Epidemiology**3 Credits**

To present an introduction to epidemiological methods and inferences to Public Health professionals with little prior experience, and produce graduates with an understanding on epidemiological concepts and the ability to critically interpret reports from epidemiological studies.

PHET 662 Ethics in Public Health**3 Credits**

Social legitimacy and public trust are always essential to effective public health. This course focuses on ethical theory and current ethical issues in public health and health policy, including resource allocation, the use of summary measures of health, the right to health care, and conflicts between autonomy and health promotion efforts. Ideals of human rights, individual liberty, social justice and equality, community, solidarity, power structure, coercion, discrimination, stigma and the common good, which are central to public health policy and practice, will be explored.

PHPP 626 Public Health Project Planning, Monitoring & Evaluation**3 Credits**

This course provides students with the basic concepts and methodologies needed to undertake monitoring and evaluation of programmes in Public Health both domestically and internationally. The course covers data use, frameworks, programme monitoring, indicators, information sources, evaluation designs, and implementation science. The focus of the course is on practical issues for undertaking programme monitoring and evaluation on Public Health programmes.

PHHM 647 Adventist Philosophy of Health

3 Credits

The purpose of the health ministry course is to examine the wholistic concept of health and the principles of healthful living, their relationship to the gospel and their implications for Christian life.

PHHP 627 Concepts and Principles of Health Promotion

3 Credits

The course enables students to comprehend underlying concepts, principles, historical development, theory, and current practice of promoting health at the individual, group, community, organization, and policy levels to reach a state of complete physical, mental, social, and spiritual well-being.

PHHP 692 Internship

1 Credit

This course provides practical work experience to students and allowing them to meet and learn from professionals in the field. Students are required to enrol and complete a field practicum with a Governmental and Non-Governmental Health Service Agent, Ministry of Health, etc. during the course of their study. Students must obtain on-the-job experience working under supervision in a relevant capacity on a full-time basis. All work hours must be completed on one job site. A minimum of 60 clock hours of work experience is required. The performance of the student at the work place must be evaluated by the supervisor on a prescribed form, which is then sent to the programme Director.

PHRM611 Introduction to Biostatistics

3 Credits

The course introduces students to basic concepts and procedures of public health statistics survey methods and data types, including their practical application.

ENVIRONMENTAL HEALTH SPECIALISATION

PHEH 638 Sanitation and Waste Management

3 Credits

The course focuses on best practices for the public for handling sanitation and waste management in communities. The course will look at the nature of toxic and hazardous wastes and methods for their disposal to protect health and the environment and to prevent contamination of groundwater. The environmental health and safety aspects of solid waste collection, treatment and disposal, and regulations governing waste management are also discussed.

PHEH 665 Water and Food Safety**3 Credits**

Food hygiene and safety usually refer to contamination with ‘microorganisms’ or ‘microbes.’ Students are introduced to food safety topics such as water quality, pest control measures. The course is also lay emphasis on good hygienic practices to prevent and control foodborne diseases.

PHEH 644 Occupational Health and Safety**3 Credits**

The purpose of the course is to promote occupational health and safe environment, identifying and analysing risk factors and ill-health at the workplace. The programme also provides students with knowledge, skills and solid training in the theories and practices of occupational health and safety, emergency planning and environmental management. Graduates will have the foundations to create, plan, implement, audit and evaluate programmes in the areas of occupational health and safety, emergency planning and environmental management systems.

PHEH681 Environmental Health Risk Assessment**3 Credits**

The purpose of this course is to train public health personnel and administrators on risk determinations and assessment techniques, leading to recommendations for environmental, and public health interventions. The course introduces students to the fundamentals of environmental risk assessment through a series of lectures.

PHEH 668 Global Health**3 Credits**

The purpose of this course is to provide students with an appreciation of global interconnectedness of health problems and their impact on society. It also studies strategic interventions that different societies employ to combat those health concerns. The course will also touch on global population and demography

HEALTH PROMOTION SPECIALISATION**PHHP 650 Substance Abuse and Mental Health****3 Credits**

This course provides a comprehensive overview and latest information of substance use disorders, prevention theories, prevention programming applications and its effect on mental health. Course topics include theories and models basic to prevention, science-based prevention strategies and model programmes, strategic planning and outcome evaluation.

PHHP 645 Communicable and Non-Communicable Diseases

3 Credits

The purpose of this course is to study the nature, prevention, control, and treatment of communicable and non-communicable diseases. The chronic, degenerative, and idiopathic human disease nature of these diseases, with principles related to causality of the diseases and the body's ability to resist.

PHEH630 Strategies of Health Promotion

3 Credits

The course exposes to students inter-relatedness of the underlying determinants of health and hence the need for integrated responses based on the individual, interpersonal, organizational, community and public policy dimensions. Emphasis is placed on health education, health promotion and clinical preventive services. Strategies for counselling and education, health education theories and practices, and development of learner-centered instructional strategies will be explored.

PHHP656 Disease Prevention and Control

3 Credits

The course is designed to provide practical knowledge of disease prevention in population health. The course will identify factors that contribute to the most common lifestyle diseases (cardiovascular disease, cancer, stroke, diabetes, chronic lung diseases, osteoporosis, anxiety and depression), and common infectious diseases (influenza, STI and HIV). Health promotion and disease prevention measures will be discussed with focus on nutrition, physical activity, emotional wellness, stress management, personal choices and behaviour.

NUTRITION SPECIALISATION

PHNU 620 Public Health Nutrition

3 Credits

Public Health Nutrition trains individuals on basic nutrition concepts and requirements in the preservation of health. The course gives attention to food sources, utilization, and functions of nutrients in the human body and the study of nutritional issues and problems in population groups, including a survey of the various methods for dealing with such problems.

PHNU 633 Nutrition Education and Consumer Awareness

3 Credits

Prerequisite – PHNU620 Public Health Nutrition

The purpose of the course is to develop strategies for mass communication approaches in nutrition education that result in both nutrition security and diversified food habits in

communities through promoting consumption of balanced diets as a sustainable solution to the problem of malnutrition.

PHNU 693 Maternal and Child Health**3 Credits**

The purpose of the course is to address a number of public health challenges that have a significant impact on the health of women and children, who often are the most vulnerable when resources are limited in communities and nations. The course applies comparative methods of inquiry to understand these issues as they occur and are managed in countries across the income and development spectrum. This course exposes the student to the linkages between socioeconomic conditions and the poor indicators relating to child-maternal health.

PHNU 626 Nutrition in Life Cycle**3 Credits**

This is an advanced study of nutrition, metabolism and function of carbohydrates, proteins, vitamins, minerals and lipids as related to health and disease.

PHNU 628 Assessment of Nutritional Status**3 Credits**

This course provides an overview of methods for assessing the nutritional status of both individuals and populations for purposes of etiologic research and disease prevention and control. Methods such as biochemical, anthropometric, and questionnaire methods for assessment of diet, body composition, physical activity, and biochemical characteristics will be used in the assessment.

COMMUNITY DEVELOPMENT SPECIALIZATION**PHCD 632 Community Development Theory and Practice****3 Credits**

The course explores various models of community development in relation to their goals, processes and outcomes. An emphasis will be put on understanding community mobilization as well as community work as an arena of practice for professionals (those employed in the health, social work, planning, and other sectors, by the State, NGOs or the private sector).

PHCD 647 Sustainable Development**3 Credits**

The course content provides a clear understanding of what constitutes development and how it can be sustained to ensure health and prosperity for all. In the pursuit of development what

kind of knowledge and commitments are required to manage resources to benefit both present and future generations. Governance and equity; climate change and environmental degradation. Health for all as a determinant of sustainability and economic transformation. A review of the Millennium Challenge goals and an assessment of the current Sustainable Development Goals will be part of the course discussion.

PHCD 635 Natural Disasters and Complex Humanitarian Emergencies 3 Credits

The impact of natural disasters whether minor or mega can be devastating; and they seem to be escalating in frequency, magnitude and effect. The economic, social, physical, emotional and spiritual impact and development implications of these disasters are unimaginable but must be addressed. The course explores the situation of Internally Displaced Persons (IDP) and refugees and how to effectively meet the demands of disaster preparedness, mitigation, planning, response and recovery. National Emergency Management Plan and Fund raising to meet the cost of disaster response constitute part of the knowledge to be gained.

PHCD 632 Community Development Theory and Practice 3 Credits

Community development refers to the practice of planning and implementing projects to improve the quality of life for people living in poverty, both locally and internationally. This class will provide students with historical, theoretical and practical introduction to the field of Community Development. Building on the core Christian principles that emphasize development, the class provides both an understanding of the community development process and also an opportunity to understand and apply community development frameworks, approaches, tools and methods across a range of community-related issues.

PHCD 651 Ethics in Community Development 3 Credits

This course will allow an in-depth view into the system of moral principles for engaging in community development and the governing behaviour of right and wrong as by a combination of standards and principles of what is right. Although “right” varies with situations and cultures, in the case of community development there are agreed guiding principles with which stakeholders and actors agree upon as right for effective and efficient functioning. This course will include historical perspectives, Biblical perspectives, global developmental ethical perspectives, ethical principles to attaining social justice and ethical issues that are of paramount importance in Community development among others.

PHCD 644 Gender and Development**3 Credits**

Gender and Development – this course is in the interdisciplinary field where students will be able to examine power relations, inequality, resource allocation and norms in society. As a cross-cutting issue in development practice this course will provide historical and practical introduction to the field of Development and Gender studies, while incorporating clear understanding in a practical and applicable sense, the place and need for gender in the development process.

ELECTIVE COURSES**PHEL 627 Health in the Social Context****3 Credits**

The purpose of this course is to address factors such as culture, politics, religion and economic conditions and how these interact to constitute the social determinants of health. It also explores the relationship between social influences (e.g. networks, support, norms, and dietary choices) and health as related to modifying factors that may contribute to health disparities.

PHEL 635 Human Behaviour and Health**3 Credits**

The course gives an overview of behavioural science principles that inform public health personnel on normal behaviour and biological, psychological, and social factors that influence it. It is intended to give a big-picture on elements that shape health behaviours in general.

PHEL 648 Financial Management in Health Care**3 Credits**

This course will enable students understand and apply principles and strategies for financial management in health programmes. The course will give students a detailed understanding of challenges and develop skills that will be used in financial information in the organizational decision-making process.

PHEL 660 Seminar in Public Health Policy and Advocacy**3 Credits**

Public health professionals are increasingly working on policy, systems, and environmental solutions to health problems. The purpose of the course is to help students gain a broad understanding of current and emerging health policy issues in the context of today's

globalized world. This course introduces students to skills they will need to effectively assess and influence a policy change process.

RESEARCH

PHRM 612 Research Methods in Public Health

3 Credits

This course expands students' knowledge in both qualitative and quantitative research methods and techniques that introduce them to postgraduate research methods, challenges and organization, including creative practice. Students will also be introduced to a range of research tools and will be equipped to plan and organize their research and their mode of enquiry, as well as to communicate their findings.

PHRM697 Research Project/Thesis

3 Credits

Prerequisite: PHRM612 Research Methods

To provide students with the opportunity to work on a scholarly project and to apply the academic knowledge and skills that they have gained in their didactic and practicum experiences in the practice of public health research.

Under the direction of a faculty advisor, student will demonstrate the ability to conduct independent research and prepare a research paper.

COMPUTER SCIENCE

CORE COURSES

ACSP 605 Management Information Systems

3 Credits

This course is about establishing, operating, controlling, and integrating computer-based information systems to support management decision-making. Topics discussed include structuring of information systems, Information Technology Infrastructure, Building and Managing Systems, Information Systems in Global Business, Information security and Control, Creating competitive advantages through the use of Information Systems, Business Intelligence

ACSP 607 Issues in Computer Science Religion

3 Credits

This course examines scientific method, truth, reality, logic and computability, authority/inspiration, faith and reason as they interact with computational sciences. Including non-logical factors in acceptance of scientific statements as authoritative arguments for the existence of God, causality, determinism and miracles, and scientific revolutions and paradigm shifts with relation to trends in religion and philosophy.

ACSP 609 Advanced Databases Systems and Database Security

3 Credits

The main objectives of this course are: to develop the student knowledge and understanding of the underlying principles of Relational Database Management System, build up his capacity to learn DBMS advanced features, develop his competence in enhancing database systems using distributed databases, build up his capacity to implement and maintain an efficient database system using emerging trends, develop his competence in database security and database systems administration.

ACSP 616 Cryptography

3 Credits

The aim of the course is to provide the student with all the knowledge and understanding of the mathematical background used to secure computer networks and information. The course has a significant mathematical component. It complements Computer and Network Security courses which focuses more on "high-level" issues. The course looks "under the hood" and attempts to present the various cryptographic protocols and algorithms.

ACSP 618 Security Risk Management and Policy**3 Credits**

This course is about how to manage security risk, and develop security policies. Its aim is to provide to student the knowledge and skills needed to identify, evaluate and manage security risks within an organization, as well as develop good information security policy for the organization.

ACSP 624 Business for Computer Scientist**3 Credits**

This course is designed to introduce students to the role of business in society and the internal operations of an organization. It includes an overview of what business organization is all about, how they function, and how they interact with the environment. Developing this foundation will be helpful to gain a solid framework of business knowledge and vocabularies. The course will focus on the financing, managing, organizing, and marketing functions of an organization, social responsibility, business ethics, forms of business organizations, entrepreneurship, small business and franchise systems, etc. The course demonstrates how the core business areas are interrelated with one another. This is an applied class in which students will engage in the process of making business decisions through a wide range of activities.

ACSP 627 Foundations of Artificial Intelligence**3 Credits**

The aim of this course is to provide the student with the basic concepts, fields of applications, and main algorithms of artificial intelligence. The knowledge and skills developed by students in this course will enable them to understand the design and implementation of computer based solutions in the following areas: Detecting credit card fraud, Internet fraud detection, Game playing, Natural language processing, online advertising, Speech and handwriting recognition, Stock market analysis, etc.

RESEARCH COURSES**ACSP 695 Research Methods & Publication in Computer Science****3 Credits**

The overall objective of the course is to prepare student to conduct a research work, publish and present his/her results. It provides students with knowledge and skills needed to conduct a research work, and make publications in the arena of computer science and related domains. It enables students to have a clear grasp on what exactly is good research and how to achieve it. The course also explores the role of research methods in computer science, and teaches some writing tools peculiar to computing publications.

ACSP 698 Thesis**6 Credits**

This course aims at introducing the student to a written elaboration of original research that makes creative contributions to the students chosen area of specialization. It involves the preparation of a research proposal, including a review of the literature, under the guidance of a thesis adviser, and its subsequent implementation.

CYBER SECURITY SPECIALIZATION**ACSP 630 Fundamentals of Cyber Security****3 Credits**

This course aims at providing the student with knowledge needed to understand, and have a broad overview of cyber security, the principles of data and technology that frame and define cyber security. It first presents the importance, evolution and the current state of cyber security. Then it continues with management, policies, laws and regulations on cyber security.

ACSP 634 Access Control & Attack / Defence**3 Credits**

This course aims at providing the student with skills needed to protect a network and its resources against undesired access and misuse. It is a lab oriented course which focusses on skills for securing network access against attack; therefore, defending network and its resources against undesired access. It first reviews network access control, and then considers all types of network as well as software attacks, and how to protect against them.

ACSP 638 Securing the Network**3 Credits**

The objectives of this course are double: enable the student to identify and correct security flaws in a computer Network, design and implement a secured computer network. The course deals with network security from the point of view of the end user, the network administrator, as well as the hacker.

ACSP 640 Cloud Computing**3 Credits**

This course aims at providing the student with knowledge and skills needed to design, implement and deploy cloud services within a given computing environment. The course will also enable the student to understand, and evaluate scientific/research paper on cloud computing. It investigates cloud computing models, techniques, and architectures. Students will be exposed to the current practices in cloud computing.

ACSP 660 Advanced Network & Information Security **3 Credits**

The aim of this course is to give the student a comprehensive and exhaustive view of information security. It addresses both the computer local factors and the distance (via the network) factors impacting information security. Information security is about protecting the confidentiality, integrity and availability of information. This course titled “Advanced Network and Information Security” deals with advanced Network security matter as key issue in assuring information security. All the phases of data life cycle are analysed with respect to security.

ACSP 664 Advanced Cryptography **3 Credits**

Prerequisite: ACSP 616 Cryptography

The goal of this course is two-fold. The first goal is for students to learn how to applied cryptography algorithms and protocols to solve practical real world problems. The second objective of the course is to provide a bridge to research. Students will be expected to read scientific papers, participate in class discussion, as well as presenting critics on papers.

E-SERVICES SPECIALIZATION**ACSP 636 Mobile Computing** **3 Credits**

The goal of this course is to equip the student with knowledge and skills needed to design and implement innovative mobile applications used to solve real life problems. Students will learn: the fundamentals and acquire hands-on experience with mobile computing as well as sensor-based systems, to design and develop mobility-aware systems, to build and programme sensor- based systems and finally they will learn how to develop and use web services.

ACSP 640 Cloud Computing **3 Credits**

This course aims at providing the student with knowledge and skills needed to design, implement and deploy cloud services within a given computing environment. The course will also enable the student to understand, and evaluate scientific/research paper on cloud computing. It investigates cloud computing models, techniques, and architectures. Students will be exposed to the current practices in cloud computing.

ACSP 646 User Interface Design **3 Credit**

This course is about User interface design and human-computer interaction. It is an examination of research, alternative designs, tools and methods for design and development,

and methods for measuring and evaluating interface quality. The course will use the research/technology available to design a major User Interface Design project.

ACSP 648 Web based Applications and Services **3 Credits**

This course aims at providing the student knowledge and skills needed to design, implement and deploy Web based applications and Web services. It focuses on advanced design, infrastructures/architecture, and security issues.

ACSP 658 Advanced Software Design, Implementation and Architecture **3 Credits**

The overall objective of the course is to expose the student to both technical, managerial and organizational issues and considerations involved in the production of large scale software products. This course is an advanced study about the design and implementation of software systems. It covers advanced theoretical concepts in software engineering and provides a significant hands-on experience in dealing with various issues of software development. It provides a methodical approach based on recent research to developing software systems.

ACSP 662 Managing Big Data **3 Credits**

The course explores key data analysis and management techniques, which applied to massive datasets and enable real-time decision making, business intelligence, and scientific discovery at large scale. In particular, it examines the map-reduce parallel computing paradigm and the associated technologies such as distributed file systems, no-sql databases, and stream computing engines. Additionally, machine learning methods are covered to enable efficient analysis of large volumes of data in real time.

NETWORK AND SYSTEM ADMINISTRATION SPECIALIZATION

ACSP 640 Cloud Computing **3 Credits**

This course aims at providing the student with knowledge and skills needed to design, implement and deploy cloud services within a given computing environment. The course will also enable the student to understand, and evaluate scientific/research paper on cloud computing. It investigates cloud computing models, techniques, and architectures. Students will be exposed to the current practices in cloud computing.

ACSP 650 Advanced Data Communication & Networking **3 Credits**

This course provides the students with knowledge and application of latest development in data communications and networking. A focus is put on practical understanding of digital communication and transmission techniques.

ACSP 654 Managing Computing Environment in Educational Settings **3 Credits**

This course tends to address unique issues encounters in Computing Environment in the context of an Educational Settings. The course is designed with consideration of the African context, where the cost of equipment and bandwidth is relatively high. It also recognizes the difficulty in sourcing both the technology and the skills, so focuses on providing effective solutions that minimize the capital investment and the needs for skilled human resources. On completing the course, the student will acquire the knowledge and skills needed to effectively setup, manage and maintain a computing environment for educational entities: schools/colleges, universities, training centres.

ACSP 656 Advanced Systems and Network Administration **3 Credits**

This advanced course is intended to train student for system and network administration. The student should be familiar with the Linux command line, performing basic system administration tasks such as maintaining user accounts and groups, and backing up and restoring data. He should also have a minimum experience with Windows Server OS (Windows Server 20*). The course is more lab oriented.

ACSP 660 Advanced Network & Information Security **3 Credits**

The aim of this course is to give the student a comprehensive and exhaustive view of information security. It addresses both the computer local factors and the distance (via the network) factors impacting information security. Information security is about protecting the confidentiality, integrity and availability of information. This course titled “Advanced Network and Information Security” deals with advanced Network security matter as key issue in assuring information security. All the phases of data life cycle are analysed with respect to security.

ACSP 668 Emerging Computer and Network Technologies **3 Credits**

The goal of this course is to provide a bridge to research. It focuses on studies of recent publications in the areas of computer technologies as well as network technologies. This objective is two-fold. Firstly, the course introduces to students the current state of technologies. Secondly, it introduces students to research in areas of computer and network technologies.

DATA SCIENCE AND ARTIFICIAL INTELLIGENCE

DSAI 601 Introduction to Big Data and Data Science

3 Credits

This course provides an overview of Big Data and Data Science. It introduces to the students the evolution of digital data, and the driving factors that have led to the concept of Big data. The business opportunities of big data and their current applications, as well as their challenges (storage, processing and protection). Data Science as a field of study is described, and its connection with other fields of studies including mathematics/Statistics, and Computer Science.

DSAI 602 Mathematics and Statistics for Data Science and AI

3 Credits

This course provides the mathematical and statistical knowledge and skills required for a successful path into the specialization in Data Science and Artificial Intelligence.

DSAI 603 Hadoop and Spark Ecosystems

3 Credits

This course aims at providing an in-depth understanding and usage of the Hadoop & Spark systems. It introduces to the students how the systems address some of the challenges of big data mainly for storage, processing, and analytics.

DSAI 604 Machine Learning

3 Credits

This course provides an in-depth study of machine learning techniques and algorithms. The techniques and algorithms are presented along with their areas of where they can be applied to solve real-life problems. Real life case study problems are used to illustrate, implement projects so that the student can acquire a practical experience.

DSAI 605 Neural Networks and Deep Learning

3 Credits

The course provides an in-depth study of Artificial Neural Networks and Deep Learning techniques and algorithms. The techniques and algorithms are presented along with their areas of where they can be applied to solve real-life problems. Real life case study problems are used to illustrate, implement projects so that the student can acquire a practical experience.

DSAI 606 Natural Language Processing and Computer Vision

3 Credits

The course provides deals with how computer applications can interact with humans using natural language, and how computer detect objects? The techniques and algorithms are

presented along with their areas of where they can be applied to solve real-life problems. Real life case study problems are used to illustrate, implement projects so that the student can acquire a practical experience.

MASTER OF BUSINESS ADMINISTRATION

CORE COURSES

BUAD 608 Theology of Wealth and Stewardship **3 Credits**

The purpose of this course is to explore the topic of biblical stewardship as presented in the Bible and to develop a comprehensive understanding of its application today. The course focuses specifically on the way that wealth was understood in the Bible. It examines the modern problems of the divided life and the search for moral and spiritual integration. It thus encounters the first principles on which a firm is built, such as the nature of the person, the role of work and the function of property. It examines with students the meaning of their work and their wealth, and how both are situated within the larger meaning of their lives. It analyses the relationship between the good entrepreneur and his/her contribution to the common good.

MRKG 610 Marketing and Service Management **3 Credits**

This course familiarizes students with the major marketing concepts and service management thinking. It addresses the management challenge of designing and implementing the best combination of marketing variables to carry out an organization's strategy in its target markets.

FINC 610 Financial Management **3 Credits**

This course is to study the major decision-making areas of financial management and topics in financial theory. The course reviews the theory and empirical evidence related to the investment, financing policies, dividend, capital budgeting, valuation and link between valuation and corporate finance decision of the firm, and further attempts to develop decision-making ability in these areas.

FINC 620 Accounting for Decision Making **3 Credits**

In order for a manager to effectively perform their role effectively, they must understand accounting information and its application in managerial decision making. The course is to equip students as managers on the use of accounting information internally in managing an organization. The course includes topics such as cost concepts and cost behaviour, costing systems, budgeting, performance analysis, and relevant costs in decision-making.

MGNT 620 Human Resource Management

3 Credits

The purpose of this course is to enhance student understanding of the management of human resources and to enable them to develop skills and ability to apply those concepts and principles from a strategic standpoint. The basic issues associated with managing employees include issues associated with motivation and job satisfaction, the design of jobs and employee empowerment, group behaviour and teamwork. These are among the issues that will be explored.

BUAD 625 Organisational Theory and Behaviour

3 Credits

The primary objective of this course is to help students understand and manage organisational dynamics as effectively as possible and to provide an understanding of how interaction among individuals and groups affects the performance of organisations. The course is built around the two disciplines that specialise in studying organisations: organisational behaviour and organisational theory. Organisational behaviour explores the behaviour, attitudes, and performance of people in organisations. Organisational theory, on the other hand, focuses on the key contextual variables that upper level management needs to keep in mind.

MGNT 625 Strategic Management

3 Credits

This capstone course deals with decisions that fundamentally influence the direction of the organization and the effective implementation of the direction chosen. It is concerned with a stream of decisions and actions which lead to the development of an effective strategy to help achieve corporate objectives. It helps build critical business skills of planning and managing strategic activities.

BUAD 630 Biblical Basis Business Ethics and Social Responsibility

3 Credits

The purpose of this course is to introduce and illuminate the range of ethical issues confronting managers, employees and institutions in today's society. It is designed to stimulate thinking on ethical issues and professional challenges encountered in organizations and to provide plausible frameworks for dealing with those conflicts through the lens of Christian values.

INFS 620 Managing Information Systems

3 Credits

The main purpose of this course is to provide the student with an overall understanding of the main concepts of management information systems and to underscore the significance of

such systems in modern organizations. This course is about establishing, operating, controlling, and integrating computer-based information systems to support management decision-making. Topics discussed include structuring of information systems, Information Technology Infrastructure, Building and Managing Systems, Information Systems in Global Business, Information security and Control, Creating competitive advantages through the use of Information Systems, Business Intelligence.

RESEARCH COURSES

BURM 680 Business Research and Statistical Methods

3 Credits

The contemporary business world demands an understanding of research methods and an ability to apply research skills to a wide range of business problems. This course provides a framework to solve research problems, interpret research, and understand the interaction among the various parts of the research process. It combines both practical and theoretical approaches to the design and execution of research using statistical methods.

BURM 690 MBA Thesis/Project

6 Credits

The culmination of the MBA programme is the written research project that demonstrates the student's mastery and integration of theory and applications gained during his/her studies. The project provides students with the opportunity: to develop and apply postgraduate skills of independent research, analysis, judgement and critical evaluation; writing and presentation; and to demonstrate capacity to understand and explain strategic issues, opportunities and/or situations within organisations.

ACCOUNTING SPECIALISATION

ACCT 620 Financial Accounting

3 Credits

The role of accounting is the accumulation, analysis, and presentation of relevant financial data of an enterprise to serve the needs of creditors, investors, and other external decision makers. The objective of this course is to familiarise the student with the basic concepts, standards and practises of financial accounting. Emphasis is placed on interpretation of financial statements, using examples from several organisations.

ACCT 630 Government and Not-For-Profit Accounting **3 Credits**

This course examines the basic principles of fund accounting, including the analysis of financial management systems applicable to not-for-profit organisations. The purpose of this course is to provide the student with a basic understanding of the main differences in financial accounting for governmental and not-for-profit entities versus for-profit businesses.

ACCT 640 Auditing and Control **3 Credits**

Principles governing internal control within the system are examined in this course. It includes a consideration of the role of the auditor, the organisation of the accounting profession, and the current audit environment. It introduces the student to generally accepted auditing standards (GCAS), professional ethics, and legal liability. Emphasis is also placed on cases involving audit failures, appropriate auditing procedures, reporting, and exercise of audit judgment.

ACCT 660 International Accounting and Financial Reporting **3 Credits**

Generally accepted accounting principles and reporting practises vary significantly throughout the world. This course is a study of the various accounting principles and practises as established in various countries and their impact on business decisions and reporting.

ACCT 650 Advanced Financial Accounting **3 Credits**

The purpose of this course is to familiarise the student with advanced concepts, standards and practises of financial accounting. The course provides a survey of fundamental theories, concepts, principles, and practises in accounts, finance, financial accounting, and managerial accounting.

ACCT 670 Accounting Seminar **3 Credits**

The purpose of the course is to provide an in-depth exploration of current and emerging accounting topics and issues in such areas as financial accounting, auditing, tax and/or managerial accounting. Topics selected will vary depending on current issues and interest of the students and instructor. Students will also be required to make presentations on selected topics.

ACCT 680 Taxation

3 Credits

The objective of this course is to introduce students to the broad, general concepts of federal income taxation with particular emphasis on individuals, partnerships, and corporations. Attention is given to international, state, and local taxes.

FINANCE SPECIALISATION

FINC 630 Corporate Finance

3 Credits

This course is designed to apply the tools and concepts of modern financial theory to corporate financial decisions. It is an in-depth analysis of financial management issues faced by financial managers.

FINC 640 Investment and Portfolio Management

3 Credits

This course covers the role and scope of investment, the securities of the market, new issue market, valuation of securities, investment return and risk, portfolio analysis and management, special classes of securities, financial ratio analysis, and capital investment appraisal.

FINC 650 Money and Financial Institutions

3 Credits

This course examines the role of money, financial markets, and institutions. It examines the agents, instruments, and institutions that make up the financial system of the modern economy, such as bonds, the stock market, derivatives, and the money market, including the role of banks in deposit and credit creation.

FINC 660 Insurance and Risk Management

3 Credits

This course describes the concepts and techniques available to corporations, non-profit organisations, and other organisations in their efforts to manage pure risks. The costs associated with such pure risks as product liability, environmental impairments, property losses, work-related injuries, and employee benefits (e.g. pensions, health insurance, etc.) affect the daily management of all organisations.

FINC 670 Finance Seminar

3 Credits

The purpose of the course is to provide an in-depth exploration of current and emerging topics and issues in finance. Topics selected will vary depending on current issues and

interest of the students and instructor. Students will also be required to make presentations on selected topics.

FINC 680 Capital Budgeting

3 Credits

This course is designed to enhance the understanding of capital budgeting decisions that are made in organisations, governments, not-for-profit organisations, and ordinary households.

FINC 690 International Financial Management

3 Credits

The course explores the international economic environment, including analyses of exchange rates, international monetary systems, contemporary currency regimes, and current or recent financial crises. It also will examine firms' exposure to various types of exchange risk and those methods and financial instruments used to manage that risk.

FINC 700 Financial Economics

3 Credits

The objective of this course is to undertake a rigorous study of the theoretical foundations of modern financial economics. The course covers the central themes of modern finance, including individual investment decisions under uncertainty, stochastic dominance, mean-variance theory, capital market equilibrium and asset valuation, arbitrage pricing theory, option pricing, and the potential application of these themes.

MANAGEMENT SPECIALISATION

MGNT 630 Corporate Governance

3 Credits

This course examines the expectations, roles, responsibilities and power plays of top management, the board of directors as well as shareholders within modern corporations, and the effects on other stakeholders within these organisations.

MGNT 640 Change and Crisis Management

3 Credits

This course focuses on how to plan/implement/manage change and crisis in organisations. The first part of the course analyses the forces that drive organisations to change, examines impediments to change, and surveys a range of approaches for making organisational change more effective. The second part of the course details the thinking and planning that is essential to anticipating, managing and communicating during an organisational crisis.

MGNT 650 Teamwork and Leadership**3 Credits**

The objective of this course is to provide a thorough familiarity with the literature on leadership (both theory and practice) as well as to take part in a transformative learning experience. This course focuses on leadership skills, leadership development, team building and team leadership.

MGNT 660 Management of Not-For-Profit Organisation**3 Credits**

This course introduces the student to the historical roots of not-for-profit organisations, as well as the current breadth of not-for-profit operations locally, nationally, and internationally. The overall purpose of this course is to provide specialised managerial skills for the non-profit sector.

MGNT 670 Management Seminar**3 Credits**

The purpose of the course is to provide an in-depth exploration of current and emerging topics and issues in management. Topics selected will vary depending on current issues and interests of the students and instructor. Students will also be required to make presentations on selected topics.

MGNT 680 Project Management**3 Credits**

This course develops the competencies and skills for planning and controlling projects in profit and non-profit organizations. It examines the project management life cycle, defining project parameters, matrix management challenges, effective project management tools and techniques, and the role of a project manager.

MGNT 690 Total Quality Management**3 Credits**

Total quality management (TQM) is a philosophy aimed to create and maintain mechanism of organization's continuous improvement. The purpose of the course is to provide the student with the underlying management concepts, principles and skills in Total Quality Management (TQM) for implementation in any sphere of business and public sector.

MGNT 700 Managing Across Cultures**3 Credits**

The objective of the course is to equip students with both analytical frameworks and practical tools to understand cultural diversity and to manage more effectively in an international business context. Class members should acquire knowledge and skills which are necessary

for them to interact effectively with members of cultures other than their own, specifically in the context of international business.

MGNT 710 Management Communication**3 Credits**

The course explores organizational communication models and theories, as well as communication development and applications within the business setting. It enables students to develop and demonstrate effective, business-oriented, verbal communication skills.

INFORMATION SYSTEMS SPECIALISATION**INFS 609 Advanced Database Management and Administration****3 Credits**

The main objectives of this course are: to develop the students' knowledge and understanding of the underlying principles of Relational Database Management System, build capacity to learn DBMS advanced features, develop their competence in enhancing database systems using distributed databases, build capacity to implement and maintain an efficient database system using emerging trends, develop their competence in database security and database systems administration.

INFS 630 Advanced IT Service Systems Analysis and Design**3 Credits**

The purpose of this course is to provide an understanding and application of system analysis and design processes. Students evaluate and choose appropriate system development methodologies and design a system.

INFS 650 Business Data Communication and Networking**3 Credits**

The purpose of this course is to introduce the network fundamentals and the leading-edge technologies essential to information communications in business environment.

INFS 656 Advanced Systems and Network Administration**3 Credits**

This advanced course is intended to train student for system and network administration. The student should be familiar with the Linux command line, performing basic system administration tasks such as maintaining user accounts and groups, and backing up and restoring data. He should also have a minimum experience with Windows Server OS (Windows Server 20*). The course is more lab oriented.

INFS 660 Advanced Network and Information Security 3 Credits

The aim of this course is to give the student a comprehensive and exhaustive view of information security. It addresses both the computer local factors and the distance (via the network) factors impacting information security. Information security is about protecting the confidentiality, integrity and availability of information. This course titled “Advanced Network and Information Security” deals with advanced Network security matter as key issue in assuring information security. All the phases of data life cycle are analysed with respect to security.

INFS 670 Information Systems Seminar 3 Credits

The purpose of the course is to provide an in-depth exploration of current trends and topics in information systems. Topics selected will vary depending on current issues and interest of the students and instructor.

INFS 680 E -commerce 3 Credits

The purpose of the course is to introduce contemporary management philosophies as they have come to be used for the marketing, selling, and distribution of goods and services through the Internet, World-Wide-Web, and other electronic media.

HEALTH CARE ADMINISTRATION SPECIALISATION**HADM 626 Epi info Data Management 3 Credits**

The purpose of this course is to introduction students to computer-based epidemiologic statistical analysis and data management. Students will develop data management and programming skills, and conduct basic epidemiologic data analyses.

HADM 641 Healthcare Policy Development and Management 3 Credits

The course aims to equip students with provision of knowledge and skills in the field of health policy and management, who will be able to formulate and implement health policies, recognize the characteristics of health management and manage public health programmes.

HADM 646 Health Systems Operation Management 3 Credits

The purpose of the course is to examine the actual operations of individual healthcare units and services that make up the broader system and explore ways in which they function as one system. This course will introduce students to fundamental operation

management principles, and focus on both general and health care specific operations approaches across a broad range of health care settings. Students will develop the skills to identify and define operation management issues, make informed management decisions and apply an array of tools and techniques in order to build and maintain an effective and efficient organization.

HADM 648 Special Topics in Health Care Management**3 Credits**

This course provides students the opportunity to explore current and emerging issues in healthcare management. Topics selected will vary depending on current issues and interest of the students and instructor. Students will also be required to make presentations on selected topics.

HADM 657 Managerial Epidemiology**3 Credits**

The course aims in helping students to apply principles and tools of epidemiology to the decision-making process. It provides students with the knowledge and skills required to analyse, understand and interpret the data produced by health care organizations and identify the managerial implications of the data. It also challenges students to demonstrate how health care leaders can incorporate the practice of epidemiology into complex management functions.

HADM 660 Insurance and Risk management**3 Credits**

This course describes the concepts and techniques available to corporations, non-profit organisations, and other organisations in their efforts to manage pure risks. The costs associated with such pure risks as product liability, environmental impairments, property losses, work-related injuries, and employee benefits (e.g. pensions, health insurance, etc.) affect the daily management of all organisations.

HADM 663 Supply Chain Management in Healthcare Institutions**3 Credits**

The healthcare supply chain is a vital core business component of the health organization. From strategic sourcing and purchasing, acquisition, logistics, inventory management, to point of use applications, this course provides understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system, specifically

with regard to the supply chain system and the management of that system as evaluated from a strategic, operations management and financial perspective.

HADM 690 Total Quality Management

3 Credits

Total quality management (TQM) is a philosophy aimed to create and maintain mechanism of organization's continuous improvement. The purpose of the course is to provide the student with the underlying management concepts, principles and skills in Total Quality Management (TQM) for implementation in any sphere of business and public sector.

MASTER OF ARTS IN LEADERSHIP

CORE COURSES

LEAD 620 Foundations of Leadership

3 Credits

This course introduces students to historical and contemporary leadership theories giving them an awareness of their interpersonal and leadership tendencies and guiding them along a developmental path to becoming confident leaders. It also lays the spiritual, philosophical and ethical foundations for leadership.

LEAD 630 Coaching and Developing Others

3 Credits

This course emphasizes the development of mutual influence skills by examining coaching, mentoring and training strategies, models and practice in coaching others to accomplish their goals and to foster a productive team spirit. It highlights teaching/learning strategies and skills, as well as skills needed in coaching, mentoring and leading personnel.

LEAD 632 Human Resource Leadership

3 Credits

This course is a study of skills and competencies required of a leader in the performance of Human Resources Management, including employee relations, selection, compensation, performance evaluation, training evaluation, organizational assessment and research methodology. The course also equips students with the understanding of the nature of conflict, how it develops and how it can be healthfully managed/resolved.

LEAD 640 Organization and Management for Leaders

3 Credits

An examination of how institutions and organizations are established, how they develop and shape behaviour and the description of the leadership that needs to be developed in order to facilitate integration of problem-solving, implementation and pathfinding skills for continued and healthy growth. It also explores efficient organization and management of time, personnel, and resources and studies policies, delegation, and evaluation within an organization.

LEAD 644 Financial Leadership

3 Credits

This course is designed to provide students with the opportunity to develop competencies for financial control as leaders of their organizations. The course focuses on developing skills

and strategies in areas such as budgetary control, financial statement analysis, ratio analyses, financial planning and capital management.

THST 660 Issues in Seventh-day Adventist Theology **3 Credits**

A careful examination of key theological topics, with special attention given to issues that may be particularly relevant to the Seventh-day Adventist Church in Africa.

CHMN 667 Health and Wellness **3 Credits**

The contents of the course will include biblical concepts of healthy lifestyle, historical perspective of a healthy lifestyle, the role of Ellen G. White in defining the health message, discussion of balance and moderation as essential bases of health practices, physiology and patho-physiology, review of dominant lifestyle diseases, principles of sanitation, hygiene, and disease transmission, and exploration of lifestyle intervention programmes.

LEAD 654 Information Technology for Leaders **3 Credits**

This course focuses on how leaders can make use of information technology to fulfil their leadership goals in an efficient way. The course is organized in three parts. The first part aims at providing the fundamental and practical IT skills required of a contemporary leader. The second part of the course explores various IT tools and products, illustrating how they can be efficiently exploited by leaders, and exhibiting the impact of the usage on the leadership outcome. Finally, the last part comprises of a set of selected case studies targeting specific type of leaders. By means of lecture, class discussion, practical labs, and case studies, this course will enable students to acquire knowledge, and practical skills that enable them to identify, select and use the appropriate IT tool for a given leadership task.

STRATEGIC BUSINESS LEADERSHIP SPECIALIZATION

LEAD 634 Strategic Leadership and Organizational Change **3 Credits**

This course develops skills for strategic thinking and leadership of organizations through planning, implementation, monitoring and evaluation as well as analysing Appreciative Inquiry as an alternative approach to strategic planning. It also explores various perspectives of effective leadership of organizations in social and organizational change.

LEAD 642 Problem Solving, Decision Making and Leadership **3 Credits**

This course explores creative ways of solving problems in organizations, seeks innovative ways of addressing varying situations and facilitating integrative world-view. The role of the leader in equipping for facilitative decisions is explored.

LEAD 640 Change and Crisis Management for Leaders

3 Credits

This course focuses on how to plan/implement change and manage crisis in organizations. The first part of the course analyses the forces that drive organizations to change, examines impediments to change, and surveys a range of approaches for making organizational change more effective. The second part of the course details the theories and practices of strategic and operational planning for crisis management and the role of effective leadership. By means of lecture, class discussion, application projects, and case studies, this course will enable students to recognize the need to be proactive in managing change and crises in organizational settings.

LEAD 652 Resource Mobilization Techniques and Proposal Writing Skills 3 Credits

The purpose of this course is to enhance the students' interpersonal competency and also their knowledge and understanding on how organization seeks resources for operationalizing its activities. It requires that students have a vast had experience on how to acquire skills on how to write fundable proposals from prospective donors by training on developing practical skills on how to write proposals to enhance the organizational capacity in order to make the reform process within the institution's systematic financial base to gain some level of sustainability.

Mobilizing resources requires expertise and knowledge in knowing how to prepare a project document or concept for the different types of funding institutions and agencies and to be able to characterize the need for resources in the language used by the donors.

ORGANIZATIONAL LEADERSHIP SPECIALIZATION

CHMN/THST 643 Professional Ethics

3 Credit

The course addresses issues such as integrity, loyalty, conflict of interests, and the ethics of persuasion. In addition, ethical aspects of financial management, accountability, and responsibility are considered.

LEAD 651 Critical Thinking Concepts and Tools for Leaders

3 Credit

The purpose of this course is a presupposed asset that gives students a rigorous standards of excellence and mindful command for their use. Critical Thinking basically guides the students to effective communication and problem solving abilities as well as a commitment towards overcoming Egocentrism and Sociocentrism. Critical thinking is essentially the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing and synthesizing facts for effective communication.

GSGS 618 Developing a Multicultural Perspective**3 Credits**

The course addresses the complex issues existing in racial and ethnic groupings as well as the international mix developing in modern African societies and further aims at enabling the development of skills and abilities for functioning and leading in such culturally diverse contexts within Africa.

LEAD 650 Governance Issues in Leadership**3 Credits**

The current financial crisis has raised important questions concerning the control and responsibility of the organization's owners and executives. Many of these questions are closely related to the discussion about good corporate governance - understood as the system by which organizations are directed and controlled. This course is a study of corporate governance issues. It examines the expectations, role, responsibility and rights of the three significant forces that govern the direction of the corporation, namely: top management, the board of directors, and the investors. However, it also will consider the role and rights of other stakeholders.

GENERAL ELECTIVES**THST 610 Revelation, Inspiration, and Hermeneutics****3 Credits**

A study of the process by which God communicates with human beings, as well as a survey of sound methods for interpreting, understanding, and applying the biblical text. The course includes orientation in methods of researching and interpreting the writings of E. G. White.

LEAD 680 Legal Aspects in Leadership**3 Credits**

This course will examine common legal issues that affect business transactions in the marketplace whereby students will learn about the legal framework, disputes, sales agreement or contracts, trade and other legal issues and risks. The course will focus on the

fundamental relationship between law and business and in a wide range of business areas including accounting, business management, international trade and industrial relations.

LEAD 654 Field work – Leadership Seminar **3 Credits**

Participation in a workshop is intended to enrich students in areas of their special interest or strengthen areas in which they may feel weak.

LEAD 656 Project Management and Appraisal Tools for Leaders **3 Credits**

This course enable students to explore the concepts and practical techniques to apply in project management and appraisal processes which include but not limited to project engagement, implementation and controlling as well as project closing.

RESEARCH AND STATISTICS

LERM 621 Research Methods for Leaders **3 Credits**

A study of the philosophy, methods, tools and techniques of research emphasizing the steps in preparing a proposal for a thesis or project as well as the skills to accomplish the writing of a thesis or project. The course provides practical instruction on writing techniques, emphasizing the required guidelines for style and content. Research in Leadership is emphasized.

DOCTOR OF PHILOSOPHY

CORE COURSES

LEAD 702 Biblical Foundations of Leadership **3 Credits**

The purpose of this course is to enlighten the students on the principles and practices which underlie selected biblical narratives to present Bible characters who demonstrate successful and unsuccessful leadership traits. Emphasis is placed on highlighting principles that inform good leadership with a view to grounding leadership on biblical foundations and principles which are globally applicable.

LEAD 735 Ethical/Moral Formation for Leadership in Africa **3 Credits**

This course will critically examine the economic, religious, and socio-cultural developmental challenges in Africa and the potential impact on ethical formation. The course will be undertaken with a view to develop ethical leaders who facilitate ongoing transformation in a responsible manner by resourcing the Judeo-Christian ethical heritage.

LEAD 740 Emotional and Social Intelligence for Leadership **3 Credits**

The purpose of this course is to inculcate into students the techniques and social skills for successful management of one's own emotions and interpersonal communication with others, even in the most difficult of situations. Students learn to make change, solve problems, acquire tools for coaching, develop active listening skills, analyse and understand body language, and relate to others in ways that promote personal and organization achievement.

LEAD 743 Leadership in Cross-Cultural Settings **3 Credits**

An in-depth exploration of global leadership paradigms with emphasis on the role of cultural dynamics. The student is challenged to think critically about how Christian ethos may be operational as a coordinating principle. Respect and understanding are encouraged as a way to strengthen unity in diversity, both in the church and community.

LEAD 763 Leadership Competencies and Change Management **3 Credits**

To integrate personal and theological reflection with leadership principles by delving into issues of systems thinking, organizational culture, human development theory and

ecclesiology. The context is Church and societal leadership formation based on sound biblical and theological principles to enhance competencies for effective servant leadership.

LEAD 712 Legal and Policy Aspects of Leadership **3 Credits**

This course is designed to expose students to key legal rules and principles that impact the legal environment of commerce, as well as the legal framework in which business is conducted. The course focuses on selected aspects of the discipline which deal with business policy, structure and the legal framework.

ORGANIZATIONAL LEADERSHIP SPECIALIZATION

LEAD 703 Theology and Practice of Leadership **3 Credits**

The course investigates principles and practices of effective Christian leadership. It includes theological reflection, literature review, theory, and practice application of learning in the context of professional ministry. Emphasis is placed on developing the leadership potential of the students and sharpening their skills in developing leaders from among those who are reached by their influence.

LEAD 706 Spiritual Foundations for Leadership **3 Credits**

The purpose of this course is to construct and enhance the spiritual and theological basis for ministry and mission. Students will engage in self-reflection and examination as a foundation for life philosophy and belief that will be reflected in the written dissertation and ministry.

LEAD 753 Leadership and Spirituality **3 Credits**

The purpose of this course is to deepen the student's spirituality, leading to enrichment of personal and family life and a greater commitment to ministry. Students will learn to understand the biblical model of leadership and to develop competencies contributing to the strengthening of an Adventist perspective of evangelism, mission, and ministry.

LEAD 783 Selected Leadership Competencies **3 Credits**

This course constitutes the apex of leadership competencies which are designed to enhance the nature and mission of non-profit organizations like the administrative units of the Church. The course is informed by the foundational biblical principles of leadership which are intended to help the learner to excel in skills such as strategic planning, leading and

managing change, team building, resource management (human and material), communication, and coaching and mentoring.

LEAD 787 Advanced Topics in Church Leadership**3 Credits**

The purpose of this course is to facilitate the development of a high impact attitude, skills and character traits needed to become a spiritual leader. The course focuses on several topical issues central to theories of leadership that will examine areas such as Church and society, social media and its impact on church leadership, corporate social responsibility, and organizational behaviour, among other topics.

ELECTIVES FOR ORGANIZATIONAL LEADERSHIP**LEAD 738 Performance Driven Leadership in Organizations****3 Credits**

In this course students, will be able to examine the relationship between organizational performance and effective leadership. It promotes the concept of high performance leadership practices as a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning that performance with the strategic goals of the organization.

LEAD 777 Influence of Worldview on Culture Comprehension of Truth**3 Credit**

This course will examine worldview, culture, peer pressure, research and the leader's quest for truth and how these factors impact the personal and professional life of a leader. Topics for study include issues on logical factors in acceptance of religious, moral, ethical and scientific statements as authoritative argument for the existence of God, causality, determinism, miracles, and paradigm shifts and trends in scientific, religious, and philosophical thought.

LEAD 750 Team-Building Theories for Leadership Excellence**3 Credits**

This course focuses on theories and observations of team behaviours and techniques, with emphasis on the individual as a team member. It introduces team management/leadership models, theories and skills. Students are encouraged to develop self-awareness, knowledge and skills for building interpersonal relationships.

LEAD 773 Developmental Theories and Leadership**3 Credits**

This course examines leadership theory and links it with human developmental theories in order to help learners and those they influence to develop and grow to the highest levels of human functioning. It also presents leadership theories and concepts that have emerged over the last several decades. It will also provide students with opportunities to apply these theories through case analysis and to enhance personal skill development through self-assessment exercises.

LEAD 775 Leadership Theories, Models and Styles**3 Credits**

In this course, students will examine leadership theory, models and styles in order to develop an understanding of and appreciate for methods by which theories can be translated into practical action for effective organizational growth. It will also present leadership theories/concepts that have emerged over the several past decades. It will also provide students the opportunity to apply these theories through case analysis and to enhance personal skills development through self-assessment exercises.

BUSINESS AND NOT-FOR-PROFIT LEADERSHIP**BUAD 708 Business, Church and Society and Leadership****3 Credits**

This course is designed to help the participants to understand the basic philosophy of business in our contemporary society and to craft a philosophy of leadership that is rooted in sound ethical and biblical standards which may counteract the dehumanizing dynamics of doing business in our contemporary society.

BUAD 723 Advanced Strategic Management and Planned Change**3 Credits**

This course is designed to developing the strategic competencies of students, by presenting and discussing advanced strategic practices and concepts in the business context. Drawing on varied theoretical traditions, contemporary research and case study analysis, students will secure an advanced perspective of the strategic management discipline. To this end the course utilizes a number of case studies and business simulation that incorporates the development of strategic plans.

BUAD 734 Issues in Organizational Leadership and Management**3 Credits**

This course is designed to expose students to current and most significant issues facing leaders in Africa and beyond. These issues can be categorized broadly into religious issues,

economic issues, health issues, and environmental issues. Selected challenges within these categories will be dealt with and analysed so as to broaden the knowledge and critical thinking of the students. Speakers will include practitioners and industry players while students will also be required to make presentations on selected topics.

BUAD 739 Leadership and Governance Issues**3 Credits**

The course presents an in-depth analysis of the policy and strategic challenges of leadership and governance issues. It is intended to develop the skills of leaders within the business as well as not-for-profit settings to allow them to efficiently lead their organizations, with an emphasis on internal corporate governance and their mechanisms.

BUAD 816 Applied Entrepreneurship and Creativity**3 Credits**

The course in Entrepreneurship and creativity aims at enhancing the participants to acquire requisite skills in entrepreneurship for self-employment and creative works. The scope of the course covers a range of topics including identification of new business opportunities, establishment and ownership of a business venture, developing and writing of business plans, legal and business environment, marketing plans, record keeping among other several key areas of entrepreneurship for systematic development of students' skill for effective management of business ventures.

ELECTIVES FOR BUSINESS AND NOT-FOR-PROFIT LEADERSHIP**BUAD 711 Corporate Strategic Leadership and Systems Dynamics****3 Credits**

Effective decision-making and learning in a world of growing dynamic complexity requires strategic leaders to become systems thinkers. This course combines research, readings and in-depth discussions with assignments designed to enable students to think strategically and lead effectively. The course enables the student to understand how to integrate organizational systems with corporate strategy. In general, systems' thinking focuses on recognizing the interconnections among the parts of a whole entity (the system) and synthesizing the interconnections into a unified view of the whole entity (the system). The concepts present a holistic view of an organization - a system concept of patterned relationship among the components that hang together over time and operate toward a common purpose.

BUAD 731 Public Procurement Policy and Supply Chain Management 3 Credits

The study of public procurement policy and supply chain management will enhance the students' knowledge and skills of the role of procurement and material management which is critical for the success of any organization. The students should appreciate that a huge amount of financial resource is used on procurement of supplies, materials and assets, and thus it is important that procurement is handled professionally and effectively to avoid much waste of resources at every stage of the supply chain management process. The scope of the course should include but not limited to procurement management process, effective inventory and stores controls and sound sourcing methods of procurement, ethical considerations and tender documentations among others. The learners should be keen to link supply chain management with public procurement and oversight authority in their respective countries of origin.

BUAD 742 Financial Management 3 Credits

This course focuses on the conceptual framework needed to understand and address problems faced by decision makers from both the for-profit and not-for-profit settings, both in developed markets as well as emerging ones. It is an advanced course in financial management and the content ranges from basic principles to tactical and strategic issues. Special emphasis will be put on the challenges and opportunities arising from international linkages and continual innovation in financial products and practice.

LEAD 745 International Business environment 3 Credits

The course is a comprehensive study of relevant and current international business issues. The focus is on the international business as a system and the various forces that interact with it. Hence the topics under study include the local and international systems that affect the global business environment and that present either opportunities to be exploited or threats to be circumvented.

BUAD 765 Leadership Culture, Diversity and Learning Organization 3 Credits

This course is an in-depth study of the mechanisms involved in turning the organization into a learning organization. In the 21st century such an endeavour is a must for survival, change and innovation. It is also important to give a distinctive competitive edge to the organization. The course presents the approaches and perspectives related to the many dimensions of organizational learning and implicated in diversity and knowledge creation.

BUAD 776 Advanced Conflict and Crisis Management 3 Credits

This course focuses on how to manage conflicts and crises affecting organizations. The first part of the course analyses the theoretical and practical treatment of conflict in interpersonal and work-related settings. The second part of the course details the thinking and planning that is essential to managing and communicating during an organizational crisis. This course will have a 'practical applications' bias. It will include case studies of organizations in crises and conflicts so as to expose students to a variety of leaders who have successfully, or unsuccessfully, led their organizations through crises and conflicts.

BUAD 805 Advanced Project Management and Resource Mobilization 3 Credits

Organizations that are financially stable do understand the rules, techniques and skills of proposal writing and work hard to raise resources to fund the activities envisaged. Without direct project funding, most organizations would not be able to accomplish their goals. Writing clear, thorough and focused project proposals is therefore essential for any organization's success. It therefore with the above in view, that students who are interested in the field of NGO resource mobilization must have a mastery of the art of proposal writing that should embrace but not limited to project assessment, conceptualization, design, actual writing and submission and follow-up as well as grant management as part of that process. A grant proposal in its basic format is simply to highlight the justification for the resource requirement. The key element of success is in making quality applications, which have the taste of the intended funding agency.

BUAD 815 Advocacy, Lobbying and Networking for Organizations 3 Credits

The course on advocacy, lobbying and networking provides a unique opportunity for civil society organizations to develop practical policy and programme solutions, through evidence-based research, programmes and policy advocacy work, to solve problems of poverty as well as promoting human rights. The course will therefore aim at enhancing student to develop strategies and capacities in policy advocacy work through deepening understanding of public policy making process, enhancing their capabilities to engage with this process at local, regional and global levels. In order for the civil society organizations to achieve these goals, it requires an enabling political, economic and social development environment. On the other hand, the government must make a concerted effort to address the structural constraints to poverty eradication and people's rights.

PUBLIC HEALTH LEADERSHIP

PHAD 713 Communication Skills in Public Health Leadership **3 Credits**

This course is designed to enhance and examine the fundamentals of effective public health communication; discover the vital role that public health communication plays in the success of new health care delivery structures, the implementation of health care reform and the adoption of advances in prevention, health promotion and emergency preparedness; and explore the latest public health communication innovations, tools, technologies, research and strategies. Throughout, student will learn and practice the skills of citizen engagement with consumers, family members, providers, policy makers, researchers and the general public skills that build the foundation for improving and maintaining health and wellbeing through public health communications.

PHAD 788 Issues in Public Health and Leadership **3 Credits**

Core Principles in Public Health Leadership introduces students to major theories and concepts of leadership, ways of applying these to public health issues requiring leadership, and provides an opportunity for students to develop skills and resources for further developing their own and others' leadership. Core Principles in Public Health Leadership investigates major theories, models and competencies of leadership, current public health issues and challenges, ethical issues, and approaches to change and leadership at the individual, team, organizational and community level.

PHAD 789 Public Health Policy Development and Management **3 Credits**

This course is designed to provide students an opportunity to develop a comprehensive knowledge of how public health systems and policies are formulated. The course also introduces, ways in which public health systems and policy research impacts public health practice. There is emphasis on applications of systems and policy research on local health care organizations within the community settings. Policy development includes: Informing, educating, and empowering people about health issues, mobilizing community partnerships to identify and solve health issues, and Developing policies and plans that support individual and community health efforts.

PHAD 814 Advanced Topics in Public Health Leadership Research **3 Credits**

This course is designed to provide students with a solid and applied understanding of advanced research topics and methods used commonly in public health research. To enable producers and users of research findings to design and implement research as well as

translate results into action, policy, planning and implementation of evidence based programmes. The course builds on the research skills obtained in other fundamental research methods, epidemiology, biostatistics, and health planning. Advanced topics in research design and statistical analysis are discussed. Participants will also gain skills in the design of conceptually cogent and methodologically rigorous proposals and in manuscript preparation.

PHAD 842 Group Dynamics and Team Leadership in Public Health **3 Credits**

Focuses on theories and observations of team behaviours and techniques, with emphasis on the individual as a team member. Introduces team management/leadership models, theories and skills. Students develop self-awareness, knowledge and skills for building interpersonal relationships.

PHAD 856 Law and Ethics for Public Health Leaders **3 Credits**

This course will introduce students to the theoretical and practical aspects of public health law and ethics. Develop students' analytical skills to evaluate ethical issues related to public health policy, prevention, treatment, and research. Main areas of coverage include: ethical reasoning; concepts of justice; principles of interacting with communities; professional conduct and research.

ELECTIVES IN PUBLIC HEALTH LEADERSHIP

LEAD 721 Global Health Ethics **3 Credits**

This course presents an overview of global health issues through examination of major determinants of health and key areas of disease burden. Students will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. Students will examine global health interventions to understand features of successful programmes.

PHAD 724 Monitoring and Evaluation of Public Health Programmes **3 Credits**

This course covers the fundamental concepts and tools for monitoring and evaluation of public health programmes such as for HIV/AIDS/STDs, maternal health, reproductive health, child health, environment, Injury and nutrition. Basic concepts and practices in M&E will be covered such as logic models, theory of change, indicators, data collection methods, process evaluation, research design and mixed methods.

PHAD 764 Financial Management in Public Health 3 Credits

The course is a study of the concepts and principles underlying decision-making in the domain of finances within the health care industry and the quantitative techniques used to address them. Key areas that will be emphasized will be budgetary set-up and control, overview of bookkeeping function, establishment and analysis of financial statement, financial planning, ratio analyses, and capital budgeting and management.

PHAD 767 Leadership Competencies for Public Health Practice 3 Credits

This course focuses on leadership competencies that build capacity, improve performance and enhance the quality of the working environment. The course will also enable the public health leader to create, communicate and apply shared visions, missions and values.

PHAD 857 Public Health Informatics in Healthcare Management 3 Credits

This course is designed to enhance to students' skills on the systematic management and dynamic application of information resources to enhance public health practice, education and research. This course is concerned more broadly with population based health promotion and disease and disaster surveillance and control. The course will also provide an introductory overview of the vast and dynamic field of public health informatics. It focuses on health promotion, trend tracking (particularly through social networking and geographic visualization), and knowledge management for policy development and for rapid, evidence-based decision making.

RESEARCH AND STATISTICS**BURM 790 RESEARCH METHODS AND STATISTICS 3 Credits**

This course is designed to provide an overview of basic and advanced research method tools for conducting micro, macro, and mega research in the social sciences. It focuses on developing critical skills needed to plan for and evaluate empirical research. Research methods, designs, and statistics are the three inter-related components of this course. As a prerequisite, students should have a full understanding of basic statistics.

BURM 791: Applied Qualitative Research Methods 3 Credits

This course is a study of the principles of qualitative research designs within the context of qualitative methodologies, theoretical perspectives and philosophical debates. The primary

goal of this course is to assist students in preparing their (Masters and PhD) dissertation proposals.

BURM 792 Applied Quantitative Research Methods**3 Credits**

This course introduces students to quantitative reasoning in empirical research, particularly the execution and interpretation of commonly used descriptive and inferential statistical techniques. It is designed to advance students' research skills necessary to conduct scholarly quantitative research in the social sciences.

BURM 790 Research Methods and Statistics**3 Credits**

This course is designed to broaden and enrich the students' knowledge and understanding of statistical methodology as it pertains to the study of multivariate techniques used in the social and behavioural sciences. The goal is to develop skills with a range of procedures and programmes for multivariate data analysis. The focus will be on practical issues such as selecting the appropriate analysis, preparing data for analysis, interpreting output, and presenting results of a complex nature using statistical packages such as SPSS or R. This course assumes familiarity with basic concepts in statistics. Computer literacy is essential for using statistical software SPSS and R.

LEAD 899 Dissertation Writing**12 Credits**

Dissertation is intended to assist doctoral students in the preparation of a dissertation proposal and to facilitate the transition from coursework to dissertation. This course will review of proposal components, with particular emphasis on research design and developing the literature review, and will also focus on key issues such as dissertation format standards, psychological and time management demands, committee formation, and project management.

THEOLOGICAL SEMINARY



Sampson M. Nwaomah, PhD, PGDE

Dean, Theological Seminary

The founding of Theological Seminary of the Adventist University of Africa (AUA) is directly linked to the vision of the leaders of the Seventh-day Adventist Church on the continent in requesting for the establishment of the University for increased advanced and skilled manpower, to respond to the growing need and challenge of mission in Africa, as well as contributing to manpower development of the world Church. Thus, the Theological Seminary is committed to equipping faithful, resourceful, spiritual and intellectual leaders to engage in the task of declaring the saving grace of God and making disciples of all nations in the context of the everlasting gospel of Revelation 14. The Seminary endeavours to fulfil this task by providing a mutual and conducive learning environment where ministerial and theological leadership may be prepared in sound hermeneutical principles for biblical interpretation for learning and living; and also fosters and enhances essential and critical ministerial skills in the various aspect of Christian ministry.

The Seminary has a team of committed faculty and places strong emphasis on spirituality and service in ministry and leadership. Join us in the Seminary as we equip men and women for service to humanity in preparation for the Second Coming of our Lord and Saviour Jesus Christ.

DEPARTMENTS

1. Applied Theology and Mission
2. Biblical and Theological-Historical Studies

FACULTY

Faculty are listed by department and adjunct professors list is available at the Dean's Office.

Department of Applied Theology and Mission

No.	Name	Rank	Degree
1.	Onongha, Kelvin	Associate Professor	DMin (2010, Andrews University, USA) PhD, 2014 (Andrews University, USA), 2015, Missions and Leadership
2.	Kafeero, Israel	Senior Lecturer	PhD (2009, Andrews University, USA), 2019, Applied Theology, Chaplaincy

Department of Biblical and Theological-Historical Studies

1.	Odhiambo, David	Lecturer	PhD (2019, AIIAS, Philippines), 2018, New Testament
2.	Osei-Bonsu, Robert	Associate Professor	PhD (2009, AIIAS, Philippines), 2019, Theological-Historical Studies
3.	Nwaomah, Sampson M.	Professor	PhD (2006, OAU, Ile-Ife, Nigeria) 2013, New Testament and Applied Theology
4.	Ponyatovskiy, Feliks	Senior Lecturer	PhD (2012, AIIAS, Philippines), 2019, Old Testament
5.	Razafiarivony, Davidson	Professor	PhD (2007, AIIAS, Philippines) 2014, New Testament
6.	Tsegaw, Melak	Lecturer	PhD (2017, AIIAS, Philippines), 2017, Old Testament

STAFF

Ombuna, Hilda Tebazalika, Administrative Secretary

MISSION, VISION, OBJECTIVES AND GRADUATE PROFILE

Mission Statement

The Theological Seminary is an educational community committed to equipping faithful, resourceful, spiritual and intellectual leaders to engage in the task of declaring the saving grace of God and making disciples of all nations in the context of the everlasting gospel of Revelation 14.

Vision Statement

The Seminary endeavours to be internationally acknowledged for its commitment to excellence and faithfulness in providing biblical, theological and missiological education which wholistically prepares men and women to embrace and engage in the diverse task of Christian mission.

Objectives

The Seminary is guided by the following core objectives:

1. Uphold the Bible as the authoritative word of God and be a leading voice by equipping men and women with sound hermeneutical principles for biblical interpretation and learning.
2. Promote a stimulating academic and professional environment that provides for development of critical but responsible appraisal of different belief systems and worldviews.
3. Develop theological, religious and practical skills necessary for effective ministry and leadership in all phases of church life, Christian ministries, and callings at the local and global level.
4. Provide the Church and society with proficient, well-motivated and committed workers.
5. Offer a platform where intellectual and spiritual understanding of religion, ethics and morality may be pursued within the context of the Bible as the foundational and fundamental word of God.
6. Foster a cosmopolitan atmosphere that engenders synergy, productive mutuality, camaraderie that affirms human dignity, diversity and value.

7. Cultivate interest in personal spirituality which could influence the formation of strong spiritual, service and mission-oriented seminary community.
8. Offer advance skills, techniques and approaches for conducting independent research that can be utilized in the graduate's own practice of ministry in preaching, teaching, writing and leadership.
9. Continuously improve the quality of learning and teaching through the continuous self-improvement of faculty and students and seeking all necessary accreditations and collaborations.

Profile of Seminary Graduate

Upon completion of their respective degree programmes, graduates of the Theological Seminary would be able to demonstrate the following skills and competencies:

1. Engage in sound hermeneutical principles for biblical interpretation and learning.
2. Promote a vibrant academic and professional environment that provides for development of critical but responsible appraisal of different belief systems and worldviews.
3. Demonstrate theological, religious and practical skills necessary for effective ministry and leadership in all phases of church life, Christian ministries, and callings at the local and global level.
4. Serve as proficient, well-motivated and committed workers in church and society.
5. Create a platform where intellectual and spiritual understanding of religion, ethics and morality may be pursued within the context of the Bible as the foundational and fundamental word of God.
6. Serve in a cosmopolitan atmosphere and actively engender synergy, productive mutuality, camaraderie that affirms human dignity, diversity and value.
7. Practice and promote personal biblical spirituality which could influence the formation of strong spiritual, service and mission-oriented communities.
8. Utilize advanced skills, techniques and approaches for conducting independent research that can be applied in the graduate's own practice of ministry in preaching, teaching, writing and leadership.
9. Inculcate the discipline of continuously learning and teaching through sustained self-improvement.

Programme Offerings

The theological Seminary currently offers degrees in the following programmes:

Applied Theology and Mission

- a. Chaplaincy
- b. Christian Ministry
- c. Missiology

Biblical Studies

- a. Biblical Languages
- b. Old Testament
- c. New Testament

Theological-Historical Studies

- a. Church History
- b. Theological Studies

Degrees Currently Offered

1. Master of Arts in Pastoral Theology
2. Master of Arts in Missiology with emphasis:
 - i. African Traditional Religion
 - ii. Islamic Studies
3. Master of Arts in Biblical and Theological Studies with emphasis:
 - i. Biblical Languages
 - ii. Old Testament
 - iii. New Testament
 - iv. Church History
4. Master of Chaplaincy with emphasis:
 - i. Campus Chaplaincy
 - ii. Correctional Institutions
 - iii. Health Care
 - iv. Military
5. Master of Divinity

6. Doctor of Ministry with emphasis:
 - i. Chaplaincy
 - ii. Church, African Society and Mission
 - iii. Church Leadership and Administration
 - iv. Discipleship and Biblical Spirituality
 - v. Evangelism and Church Growth
 - vi. Marriage and Family
 - vii. Pastoral Care and Counselling
 - viii. Word, Worship and Liturgy
 - ix. Youth and Young Adult Ministry
7. Doctor of Philosophy in Biblical and Theological Studies with emphasis:
 - i. Biblical Studies (Old Testament and New Testament Studies)
 - ii. Theological-Historical Studies
 - iii. Applied Theology (Mission Studies)

All the programmes offered by the Theological Seminary are accredited by the Adventist Accrediting Association (AAA) and the Commission for University Education in Kenya.

THEOLOGICAL SEMINARY RESEARCH PROTOCOL

Introduction

The following types and definitions of research works have been designated for Theological Seminary.

1. A project is an applied theology and ministerial research, following the established structure for the MA in Pastoral Theology (MAPT), or MA in Missiology (MAMiss), Master of Chaplaincy (MChap) and Master of Divinity (MDiv). A project could be written by MAPT, MAMiss, MChap, MDiv students. In the case of MAPT, MAMiss, MChap, MDiv a project is supervised by the project advisor/supervisor and with one or two readers (co-supervisors).
2. A thesis is an academic, more theoretical and thorough research, following specific methodologies required by various departments, and presenting a more rigorous literature review. A thesis requires the supervision of two research committee members and defended before a three-five-member defence panel. MABTS, and MDiv students could write a thesis.
3. A dissertation is a highly academic, comprehensive, exhaustive research document, written in partial fulfilment of the degree of DMin or PhD in Biblical and Theological Studies. A DMin dissertation is written under the supervision of three committee members and defended before a three-five-member defence panel. A PhD dissertation is supervised by three research committee members and defended before a five-member defence panel

Therefore, the Theological Seminary adopts the following research protocol:

Preliminary Stage

1. After an appropriate research course is taken and passed, a student is assigned an Advisor by the Program Director in consultation with the student and the Dean.
2. The student, adviser and the Program Director consult on the relevance of the topic chosen by the student after which the Program Director approves the topic if found relevant.

3. The Advisor assists the student with the development of the Proposal by following the guidelines of the Proposal and Research Design for the student's discipline and/or type of research.
4. When the Advisor approves the proposal, a committee is formed. For a Project or Thesis, the committee consists of the Advisor and a Reader. For a Dissertation, a three-member committee is formed consisting of the Advisor and two Readers. Each committee is constituted in consultation with the Program Director and the Dean.
5. Where applicable such as in Master's Projects and DMin Dissertation, a student may only defend the proposal when the method of data collection is clearly described in the proposal and the instrument of data collection and ethics form is attached and presented to the Adviser, who subsequently serves the Program Director with a copy of the proposal.
6. Where applicable as stated in number five above, the Program Director presents the proposal to the Institutional Review Board for ethics review before final clearance is granted to schedule the proposal defence. The clearance shall be communicated to the student by a correspondence signed by members of the Institutional Review Board. This could be in form of a letter or the completion of an appropriate form. When the student is ready to defend the proposal where applicable, the Adviser informs the Program Director who then makes arrangement for the proposal defence.
7. When and where possible all members of the committee (the Program Director, Adviser and Reader) are expected to attend the defence either in person, or via Skype or teleconferencing. Alternatively, a Master's degree proposal may be reviewed by the committee and appropriate recommendations made to the student.
8. Where applicable, when a student defends a proposal successfully, the ethics approval form is signed by the Ethics Review Board authorizing the student is free to collect data and continue the research process under the supervision of the Adviser.

The Writing Stage

Projects (Writing and Completion)

9. When the Adviser approves each chapter of the Project/Thesis/Dissertation, it is sent to the committee member(s) for inputs. The observations made and further corrections

recommended by the committee member(s) are communicated in writing to the student through the Adviser.

10. For a Project, the final document is sent to the Program Director, as the final step in the process. The Program Director then requests the Project grades from the Adviser and Reader and signs the Copying and Binding Form.
11. The Project is submitted to the Research Office for editing, while the grade is processed through the Seminary.
12. After editing by the Research Office, the research document is copied and sent to the Dean for his signature of final approval.
13. The Project is prepared for printing and binding, with one copy reserved for the University Library. Students may request additional bound copies for their personal use by using the Printing and Binding Form.
14. The signatures on the completed project should be those of the:
 - a. Adviser
 - b. Reader
 - c. Programme Director
 - d. Dean

Theses/Dissertations

15. When the Adviser approves each chapter of the Thesis/Dissertation, it is sent to the committee member(s) for inputs. The observations made and further corrections recommended by the committee member(s) are communicated in writing to the student through the Adviser. Where necessary, the committee may hold consultations to agree on areas of differences. This is to ensure that the student is not unduly disadvantaged due to disagreements arising from the views of the committee members.
16. When the Adviser and the committee member(s) approve the final document, it is then sent to an External Examiner who shall be recommended by the Program Director in consultation with the Dean.

The Completion Stage

17. Upon receiving a satisfactory report from the External Examiner, and in consultation with him/her and the Program Director, the Dean sets the date for the oral defence of the Thesis/Dissertation.
18. The Dean informs the members of the Oral Defence Panel: the External Examiner, Advisor, Reader and Candidate in writing.
19. The Dean or his designee moderates the oral defence.
20. A defence shall not be scheduled if the student has not gone through the stated process, unless there are extenuating circumstances that are stated in writing by the concerned parties.
21. Thesis/Dissertation defences shall be open to the public. However, the audience shall not participate in the discussion and question during the oral defence.
22. A Thesis defence shall normally be no more than two hours and no less than one and a half hours long.
23. A Dissertation defence shall normally be no more than two and a half hours and no less than two hours long.
24. At the conclusion of the defence, and following the Executive Session by the Panel, the candidate is informed of the results of the defence whether it is a pass or fail.
25. The Program Director or his/her designee shall communicate the recommended corrections and time frame needed to complete them to the student and his Adviser in writing.
26. The candidate works on recommended revisions in consultation with the Adviser, who then confirms that all the revisions are completed and turns in the final draft to the Program Director or his/her designee for review and final approval.
27. The Program Director sends the final document to the University Research Office for final editing. The editing process shall involve the Editor, Adviser and the student to ensure that the content of the work is not unduly altered.
28. After editing, the document is copied and sent to the Seminary Office for signing.
29. The signatures on the completed Thesis/Dissertation should be those of the:
 - a. Adviser

- b. Reader(s)
 - c. External Examiner
 - d. Program Director
 - e. Dean
30. One bound copy of the final research document is required for the University Library. Students may request additional bound copies for their personal use by using the Printing and Binding Form.

MASTER'S PROGRAMMES

Master of Arts in Biblical and Theological Studies (MABTS)

Introduction

The Master of Arts in Biblical and Theological Studies (MABTS) has been designed to assist theologians, pastors and other ministry workers in developing expertise in the areas of Scripture, theology, and church history. With the challenges brought about by local and global changes and transformations on the continent, ministry in all its areas now requires specialized training. The programme offers three majors, namely Biblical Studies, Biblical Languages and Theological-Historical Studies. These three majors reflect areas of significant importance in the ministry to the Christian Church. Each area represents unique challenges that require specialized knowledge, skills and attitudes.

Goals and Objectives of the Programme

The Biblical and Theological Studies programme is designed to provide needed preparation for a more effective frontline ecclesiastical ministry and the teaching of religion in schools and colleges.

General Expected Learning Outcomes of the Programme (Graduate Profile)

Upon successful completion of the programme requirements the students will be able to:

1. Identify and evaluate important sources, contributions of key scholars, major schools of thought and emerging trends in contemporary cultural, ethical, biblical, linguistic, and theological-historical studies;
2. Demonstrate critical, analytical, and creative thinking in matters of complex biblical, religious and theological systems;
3. Articulate and express coherently biblical and theological concepts and doctrines;
4. Commit to a life-long learning, teaching, and communication of religious knowledge;
5. Promote and participate in the mission of the church both globally and on the continent of Africa.

Specialization Expected Learning Outcomes

By the end of the programme, the biblical studies students will be able to:

1. Identify and evaluate important sources, contributions of key scholars, major schools of thought and emerging trends in biblical studies

2. Apply adequate tools for biblical exegesis
3. Analyse and synthesize various theological themes of the Bible
4. Prepare and teach courses in biblical languages at college level

Biblical Languages

By the end of the programme, the biblical languages students will be able to:

1. Read, write, translate, and interpret such biblical languages as biblical Hebrew, Aramaic, and Greek;
2. Demonstrate abilities to apply biblical languages to the field of biblical exegesis;
3. Prepare and teach courses in biblical languages at college level.

Theological and Church History Studies

By the end of the programme, the theological-historical studies students will be able to:

1. Identify and evaluate important theological sources, major schools of thought and emerging trends in theological and church history studies
2. Analyse and synthesize complex theological and historical systems
3. Articulate and express coherently theological concepts and doctrines
4. Prepare and teach theological and church history courses at secondary school and college levels

Academic Regulations for the MA in Biblical and Theological Studies

Admission Requirements for the Programme

The MA in biblical and Theological Studies is an academic programme designed to meet the needs of theologians, religion teachers, and pastors, who wish to deepen their knowledge of Scripture, theology and history. In addition to the general requirements of the University for admission into Master's programmes, Master of Religion applicants must:

- (i) Have a first degree in Theology, with at least 72 credit hours of theology courses.
- (ii) Have a minimum grade point average of 3:00 on a 4.0-point scale or its equivalent. The equivalent in the Kenya University grading system is B average of 60%
- (iii) Applicants to the MABTS need to demonstrate their proficiency in Hebrew and Greek Grammar by means of presenting a recent transcript (not older than 3 years) or by challenging exams. If an applicant does not fulfil this requirement, he or she will take Hebrew and Greek Grammars as prerequisite courses.

- (iv) Direct entry applicants are expected to submit recommendation letter from the faculty of their previous university. Employed applicants shall provide a recommendation letter from the employing organization.
- (v) Must demonstrate proficiency in English.

Regulations on Credit Transfer in the programme

The University exercises its right to accept all, part, or none of the credits presented from other institutions. Transfer courses are governed by the same admission requirements and academic policies as other University courses. A student desiring to transfer a course into MABTS programme should secure permission from AUA before enrolling in order to ensure that the credits will be accepted.

The maximum number of credits that can be earned through credit transfer shall not exceed 30% of the degree programme requirements within the context of “Credit transfers may be permitted up to a maximum of 49% of the core course units for similar programmes at the same level” Transfer credit is evaluated only for the degree programme to which the student is admitted, and the amount of credit awarded is subject to change if the student changes his/her degree programme. Core courses may not be transferred to AUA without special permission of the Theological Seminary.

Conditions for Transfer

Post-graduate courses taken at other accredited institutions (or in a different AUA programme) may be transferred to MABTS programme, provided all of the following conditions are met:

- a. An official transcript or authenticated record is submitted.
- b. A grade of B or higher was earned.
- c. Transfer credit may not be more than 8 years old at the time of the student’s graduation.
- d. The transfer course is relevant and/or equivalent to AUA MABTS course for which credit is being sought. The Programme Director based on the existing programme curriculum must establish relevancy and equivalency.
- e. Credits would be acceptable for a similar degree at the institution at which they were earned.
- f. Transfer credits are approved by the School committee and the University Senate.
- g. Courses transferred from one AUA programme to another will carry the letter grade earned, and will become part of the student’s CGPA. Transfer courses

from other institutions will show the grade, but will not be included in the CGPA.

Student Assessment Policy/Criteria

Students may be assessed on the basis of either coursework or subject examinations or by a combination of both. All written and oral assessment will use English as the medium, except for examinations of foreign language courses such as Hebrew or Greek.

Specific modes of assessment may, for example, include the following:

1. Written examinations, normally in the middle and at the end of the course in the given Semester.
2. Essay, reading reports, research assignments
3. Independent research projects, fieldwork performance
4. Class presentations, field reports, etc.

The modes will be appropriate to both the level of difficulty and to the specific objectives of each subject, and will reflect the expectation of increasing levels of achievement and sophistication as a student progresses. Evaluation should seek to be as objective as possible.

The delivery mode of the MA in Biblical and Theological Studies is through fulltime enrolment. Student assessment includes the following:

1. Continuous Assessment, which makes up to 60% of the final grade, may include assessment tools such as specific assignments, semester papers, book reviews, short tests, case studies and analyses, and class presentations. Depending on the course, lecturers should use at least 3 continuous assessment strategies.
2. Final Examination should be no more than 40% of the final grade.
3. The grading system for a course will be determined and published by the professor in the course outline, which will be discussed with the students at the beginning of the course.
4. Research papers and theses will follow the *AUA Standards of Written Work*.

Attendance to all class sessions and adequate preparation to effectively participate in discussions are absolutely required. Students who are absent from class for 10% or more of the class appointments may receive a failing grade.

Ongoing assessment, in writing, by each Thesis adviser, recording progress achieved towards completing the Religion Thesis is to be placed in the student's folder.

Graduation Requirements

In order to complete the MA in Biblical and Theological Studies, the student must meet the following requirements:

1. Complete a minimum of 54 semester hours of coursework and 6 semester hours of Project writing within a maximum of five years.
2. Pass GSEM 607 Documentary Research and Writing during the first semester of residence, with a minimum grade of C. A student who took a graduate research methods course at another institution must submit a major paper in religion which demonstrates adequate research methodology for evaluation by the programme committee.
3. Attend regularly such colloquia as may be arranged for by the programme committee, for the purpose of academic enrichment.
4. Write and successfully defend a Thesis under the supervision of advisors appointed by the programme committee. The Thesis will be prepared in accordance with the Theological Seminary, Adventist University of Africa guidelines for research, and should be approximately 60-80 pages in length.
5. Have a final cumulative GPA of not less than 3.00 for graduation

Thesis Writing

The Master of Arts in Biblical and Theological Studies Thesis is research work which has a theoretical framework, clear methodology and findings.

Refer to the Theological Seminary Research Protocol.

Curriculum

A total of 54 credit hours are required for all MA in Biblical and Theological Studies majors. At the beginning of the student's course work, the department faculty together with the student will outline a curriculum reflecting a broad coverage to be followed by the student. Biblical Studies majors should take courses both from the Old and New Testaments as well as biblical languages and exegetical courses. Theological-Historical Studies majors are to take courses in the history of the church and Christian philosophy and theology, including Adventist history and theology. Biblical Languages majors should take all the language courses as well as some electives from exegesis courses.

The curriculum is configured as follows:

Core Religion and Research Courses	21 Credit Hours
GSEM 608 Advanced Methods of Teaching Bible	3
NTST/OTST 612 Biblical Hermeneutics	3
AFTR/THST/MSSN 668 African Culture, Religion	3
CHIS 575/675 The Life, Work, and Writings of Ellen G. White	3
CHMN 630 Church Leadership and Administration	3
CHMN 639 Church Growth and the Equipping Pastor	3
Core Specialization Courses	
Biblical Studies Major: Old Testament Emphasis	21 credit hours
OTST 558 Readings in Hebrew Old Testament	3
NTST 558 Readings in Greek New Testament	3
OTST 620 Old Testament Backgrounds	3
OTST 621 Theology of the Old Testament	3
OTST 636 Principles and Methods of Old Testament Exegesis	3
OTST 665 The Pentateuch	3
OTST 672 The Book of Daniel	
Biblical Studies Major: New Testament Emphasis	21 Credit Hours
OTST 558 Readings in Hebrew Old Testament	3
NTST 558 Readings in Greek New Testament	3
NTST 620 New Testament Backgrounds	3
NTST 636 Principles and Methods of New Testament Exegesis	3
NTST 660 Gospels	3
NTST 670 The Book of Revelation	3
NTST 682 Theology of the New Testament	3

Biblical Languages Major	21 Credit Hours
OTST 558 Readings in Hebrew Old Testament	3
OTST 626 Advanced Biblical Hebrew	3
OTST 636 Principles and Methods of Old Testament Exegesis	3
OTST 651 Biblical Aramaic	3
NTST 558 Readings in Greek New Testament	3
NTST 626 Advanced Biblical Greek	3
NTST 636 Principles and Methods of New Testament Exegesis	3
Systematic Theology Majors	21 Credit Hours
OTST 558 Readings in Hebrew Old Testament OR NTST 558 Readings in Greek New Testament	3
CHPH 515 Principles of Christian Ethics	3
THST 674 Development of SDA Theology and Lifestyle	3
CHIS 604 Methods in Church History, Historical and Systematic Theology	3
THST 610 Revelation, Inspiration, and Hermeneutics	3
THST622 Doctrine of Salvation	3
THST 603 Seminar in _____	3
Church History Majors	21 Credit Hours
OTST 558 Readings in Hebrew Old Testament	3
NTST 558 Readings in Greek New Testament	3
CHIS 610 History of the Early and Medieval Church	3
CHIS 612 History of the Reformation and Modern Church	3
CHPH 515 Principles of Christian Ethics	3
THST 674 Development of SDA Theology and Lifestyle	3

CHIS 604 Methods in Church History, Historical and Systematic Theology	3
CHIS 603 Seminar in _____	3
Elective Courses by Department	6 Credit Hours
AFTR 664 African Christian Theological Thought	3
CHPH 505 History of Philosophy	3
OTST 550 Beginning Biblical Hebrew	3
OTST 667 Pre-Exilic Prophets	3
OTST 674 Exilic and Postexilic Prophets	3
NTST 510 Studies in New Testament Document	3
NTST 550 Beginning Biblical Greek	3
NTST 664 Studies in Romans and Galatians	3
NTST 665 Studies in I Corinthians and II	3
NTST 666 Studies in Hebrews	3
THST 600 Foundations of Christian Doctrines	3
THST 616 Doctrine of the Holy Spirit	3
THST 618 Doctrine of Christ	3
THST 631 Adventist Theological Heritage	3
THST 632 Doctrine of the Church	3
THST 660 Contemporary Theology	3
THST 690 Seminar in the Doctrine of Creation	3
CHIS 675 History and Development of the Charismatic Movement and Pentecostalism	3
MSSN 677 History of Seventh-day Adventist Missions	3
CHIS 678 History of the Seventh-day Adventist Church in Africa	3

CHIS 645 History of Christian Denominations	3
CHIS 540 History of Christianity in Africa	3
THST 680 History/Doctrine of the Sabbath	3
Thesis	
GSEM 695 Master of Arts Thesis	6

Curriculum Sub-divisions

Type of Courses	No. of Courses	Credit Hours	Total Lecture Hours
Core and Research Religion Courses	7	21	336
Core Specialization Courses	7	21	336
Elective Courses	2	6	96
Thesis	1	6	
*Total	17	54	768

Courses Taken by Semester

The courses to be taken by semester for regular students are as follows:

Table 7. Biblical Studies -Old Testament

*YEAR I – SEMESTER I			
Course Code	Course Title	Credits	Lecturer’s* Student’s Workload

GSEM 607	Documentary Research and Writing	3	*48 144**
CHIS 675	Life, Work and Writings of Ellen G. White	3	48 144
AFTR 688	African Culture and Religion	3	48 144
GSEM 608	Advanced Methods of Teaching Bible	3	48 144
TOTAL		12	192/576

Course Code	YEAR I – SEMESTER II		
OTST 558	Readings in Hebrew Old Testament	3	48 144
OTST 612	Biblical Hermeneutics	3	48 144
OTST 620	Old Testament Background	3	48 144
CHMN 630	Church Leadership and Administration	3	48 144
	TOTAL	12	192/576

Course	YEAR II – SEMESTER I		
NTST 558	Reading in Greek New Testament	3	48 144
OTST 621	Theology of the Old Testament	3	48 144
OTST 636	Principles and Methods of Old Testament Exegesis	3	48 144
	One Elective	3	48 144
TOTAL		12	192/ 576

Course Code	YEAR II – SEMESTER II		
OTST 665	The Pentateuch	3	48 144

OTST 672	The Book of Daniel	3	48 144
CHMN 639	Church Growth and the Equipping Pastor	3	48 144
	One Elective		
TOTAL		12	192/576
***GSEM 695	MA Thesis	6	
TOTAL FOR PROGRAMME		54	768/2,304

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one per year.

** Lecturer’s workload represents the number of contact hours while student workload represents the number of hours a student is expected to put into each class taken. For one hour of class, students are expected to put in a minimum of 3 hours. Note also that lecturer’s workload for practical/actual teaching time and, preparation, administering and marking of continuous assessments and exams are more than the contact hours. These clarifications apply to all courses as shown on the tables of courses for all programmes.

***GSEM 695 MA Thesis (6 credits) is spread out throughout the last year of study for full time students

Table 8. *Biblical Studies -New Testament*

YEAR I – SEMESTER I			
Course Code	Course Title	Credits	Lecturer’s* Student’s Workload
GSEM 607	Documentary Research and Writing	3	48 144
CHIS 675	Life, Work and Writings of Ellen G. White	3	48 144
AFTR 688	African Culture and Religion	3	48 144

GSEM 608	Advanced Methods of Teaching Bible	3	48 144
TOTAL		12	192/576

Course Code	YEAR I – SEMESTER II		
OTST 558	Readings in Hebrew Old Testament	3	48 144
NTST 612	Biblical Hermeneutics	3	48 144
NTST 620	New Testament Background	3	48 144
CHMN 630	Church Leadership and Administration	3	48 144
	TOTAL	12	192/576
Course	YEAR II – SEMESTER I		
NTST 558	Reading in Greek New Testament	3	48 144
NTST 660	Gospels	3	48 144
NTST 636	Principles and Methods of New Testament Exegesis	3	48 144
	One Elective	3	48 144
TOTAL		12	192/ 576
Course Code	YEAR II – SEMESTER II		
NTST 665	The Book of Revelation	3	48 144
NTST 672	Theology of the New Testament	3	48 144
CHMN 639	Church Growth and the Equipping Pastor	3	48 144
	One Elective		
TOTAL		12	192/576

**GSEM 695	MA Thesis	6	
Total for Programme		54	768/2,304

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one per year.

**GSEM 695 MA Thesis (6 credits) is spread out throughout the last year of study for full time students

Table 9. Biblical Languages

YEAR I – SEMESTER I			
Course Code	Course Title	Credits	Lecturer's* Student's Workload
GSEM 607	Documentary Research and Writing	3	48 144
CHIS 675	Life, Work and Writings of Ellen G. White	3	48 144
AFTR 688	African Culture and Religion	3	48 144
GSEM 608	Advanced Methods of Teaching Bible	3	48 144
TOTAL		12	192/576

Table 10.

Course Code	YEAR I – SEMESTER II		
OTST 558	Readings in Hebrew Old Testament	3	48 144
NTST 558	Reading in Greek New Testament	3	48 144
CHMN 639	Church Leadership and Administration	3	48 144
	One Elective	3	48 144
	TOTAL	12	192/576
Course	YEAR II – SEMESTER I		
OTST/NTST 612	Biblical Hermeneutics	3	48 144
OTST 626	Advanced Biblical Hebrew	3	48 144
OTST 636	Principles and Methods of Old Testament Exegesis	3	48 144
	One Elective	3	48 144
TOTAL		12	192/ 576

Course Code	YEAR II – SEMESTER II		
NTST 626	Advanced Biblical Greek	3	48 144
NTST 636	Principles and Methods of New Testament Exegesis	3	48 144
OTST 651	Biblical Aramaic	3	
CHMN 639	Church Growth and the Equipping Pastor	3	48 144
TOTAL		12	192/576
**GSEM 695	MA Thesis	6	
Total for Programme		54	768/2,304

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one per year.

**GSEM 695 MA Thesis (6 credits) is spread out throughout the last year of study for full time students.

Table 11. *Systematic Theology*

*YEAR I – SEMESTER I			
Course Code	Course Title	Credits	Lecturer's* Student's Workload
GSEM 607	Documentary Research and Writing	3	48 144
CHIS 675	Life, Work and Writings of Ellen G. White	3	48 144
AFTR 688	African Culture and Religion	3	48 144
GSEM 608	Advanced Methods of Teaching Bible	3	48 144
TOTAL		12	192/576

Course Code	YEAR I – SEMESTER II		
OTST 558	Readings in Hebrew Old Testament	3	48 144
OTST 612	Biblical Hermeneutics	3	48 144
THST 604	Methods in Church History, Historical and Systematic Theology	3	48 144
CHMN 630	Church Leadership and Administration	3	48 144
	TOTAL	12	192/576
Course	YEAR II – SEMESTER I		
NTST 558	Reading in Greek New Testament	3	48 144
CHPH 515	Principles of Christian Ethics	3	48 144
THST610	Revelation, Inspiration, and Hermeneutics	3	48 144
THST 674	Development of SDA Theology and Lifestyle	3	48 144
	TOTAL	12	192/ 576
Course Code	YEAR II – SEMESTER II		
THST 622	Doctrine of Salvation	3	48 144
THST 633	Seminar	3	48 144
CHMN 639	Church Growth and the Equipping Pastor	3	48 144
	One Elective	3	
	TOTAL	12	192/576
**GSEM 695	MA Thesis	6	
	TOTAL FOR PROGRAMME	54	768/2,304

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one par year.

**GSEM 695 MA Thesis (6 credits) is spread out throughout the last year of study for full time students

***YEAR I – SEMESTER I**

Course Code	Course Title	Credits	Lecturer's* Student's Workload
GSEM 607	Documentary Research and Writing	3	48 144
CHIS 675	Life, Work and Writings of Ellen G. White	3	48 144
AFTR 688	African Culture and Religion	3	48 144
GSEM 608	Advanced Methods of Teaching Bible	3	48 144
TOTAL		12	192/576

Table 12. Church History

Course Code	YEAR I- SEMESTER II		
OTST 558	Readings in Hebrew Old Testament	3	48 144
OTST 612	Biblical Hermeneutics	3	48 144
CHIS 604	Methods in Church History, Historical and Systematic Theology	3	48 144
CHMN 630	Church Leadership and Administration	3	48 144
	TOTAL	12	192/576

Course	YEAR II - SEMESTER I		
NTST 558	Readings in Greek New Testament	3	48 144
CHPH 515	Principles of Christian Ethics	3	48 144
CHIS 610	History of the Early and Mediaeval Church	3	48 144

THST 674	Development of SDA Theology and Lifestyle	3	48 144
TOTAL		12	192/ 576

Course Code	YEAR II - SEMESTER II		
CHIS 612	History of the Reformation and Modern Church	3	48 144
CHIS 633	Seminar	3	48 144
CHMN 639	Church Growth and the Equipping Pastor	3	48 144
	One elective in History	3	48 144
TOTAL		12	192/576
GSEM 695	MA Thesis	6	
TOTAL FOR PROGRAMME		54	768/2,304

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one per year.

**GSEM 695 MA Thesis (6 credits) is spread out throughout the last year of study for full time students

Duration and Structure of the Programme

The duration of the programme can be best measured in semester credits: a minimum of 54 semester credits. Fulltime students would take minimum of 2 academic years to complete the programme. Part time students will take four to five years to complete the programme.

MASTER OF ARTS IN PASTORAL THEOLOGY (MAPTh)

Introduction

The Master of Arts in Pastoral Theology (MAPTh) is a professional degree programme designed for pastors with experience in the field of ministry, who fulfil diverse ministerial functions of the Church, including various leadership roles which require clear and critical thinking, wise judgment, effective communication abilities, integrity in all actions, and recognition of opportunities for service. It equips the students with appropriate theological knowledge, advanced pastoral skills, and biblical insights to advance the objectives of the Church. Deep spiritual commitment, pastoral formation and ethical orientation are strongly emphasized characteristics of this programme.

Effective ministry demands a solid theological foundation grounded in unchanging biblical doctrines and dynamic methods of effective presentation. Therefore, this programme helps students formulate and apply biblically sound approaches to ministry and mission and uphold the foundation of a commitment to the traditional biblical Christianity in the context of the Seventh-day Adventist Church in Africa. It also focuses on an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

The programme seek to prepare graduates who possess theological knowledge, ethical and spiritual values, communication competence, pastoral skills, and analytical thinking for both ministry and leadership, so that they may contribute effectively to their homes, churches, communities, and institutions. Transmitting this foundational biblical heritage—along with an appropriate level of knowledge and skills—forms the essential purpose of the Pastoral Theology Programme at Adventist University of Africa.

Objectives

The main objectives of the MA in Pastoral Theology programme are the following:

1. To develop ministry professionals, who manifest the depth of spiritual and theological insights, advanced competency, academic excellence, and professional leadership skills.
2. To develop ministry professionals with the ability for exceptional service in pastoral or organizational ministry leadership within the unique context of the African and global church.

3. To help participants acquire knowledge of current issues and related to ministry research, engage the discipline of evangelism, church growth, and nurture through sociological and spiritual aspects.
4. To help participants integrate their spiritual and theological knowledge into the practice of ministry.
5. To help participants learn to evaluate ministerial practices through theological reflection and through a biblical model of servant leadership.
6. To help participants learn to use appropriate tools to analyse the needs of churches and communities, and develop competencies contributing to the strengthening of the Seventh-day Adventist church.
7. To raise the level and effectiveness of the ministers at a time of rapid membership growth in numbers and sophistication.
8. To help identify excellent pastoral practitioners who are also outstanding students who could be encouraged to consider further studies.

Expected Learning Outcomes

Upon the successful completion of this programme the student will be able to:

1. Apply learned skills of superior and forward-looking approaches to the practice of ministry and mission.
2. Have an advanced knowledge of Biblical and Theological studies.
3. Understand the major events, developments, and intellectual features in global and African settings through the prism of the Bible.
4. Articulate a theology of pastoral ministry within the context of pastoral practice.
5. Provide dynamic pastoral ministry and leadership in the Christian community.
6. Use appropriate tools to analyse the needs of churches and communities.
7. Express in the practice of ministry and ministry of the Word a Seventh-day Adventist world-view and biblical perspective.
8. Understand basic research methodology applicable to the field of pastoral/leadership ministry.
9. Acquire academic skills in research and writing
10. Respect human diversity and the uniqueness of each person as one created by God, including religion, race, culture, and gender.

Admission Requirements

In addition to the general requirements of the University for admission into Master's programmes MAPTh applicants must:

1. Have a first degree preferably in Theology/Religion or in any other Non-religion disciplines, with a minimum of 2.50 grade point average (on a 4.0-point scale).
2. Have a letter of recommendation from the local church board or organisation.
3. Must request their former universities or employing organizations (if currently employed) to send recommendations directly to the AUA Office of Admissions.
4. Have a minimum of 4-full years of relevant experience
5. Must demonstrate proficiency in English.

Programme Requirements

The MAPTh degree is awarded upon completion (normally within four years for cohorts) of 51 credits of formal course work. Student prepares assignments before and/or after the intensives as part of the total academic requirements of each course.

Graduation Requirements:

In order to graduate, the student is required to:

1. Successfully complete a minimum of 51 credits
2. Maintain a minimum cumulative GPA of 2.75 (on the 4.0 scale)
3. Successfully complete and submit the project written according to the University approved standards and approved by the Seminary

Regulations for Project

The Master of Arts in Pastoral Theology Project is fully explained in the course outline for GSEM 695. This Project is a research work with its theoretical framework and practical application to advance the students' research skills in a chaplaincy setting.

Students are introduced to the writing of the Project in GSEM 607 Documentary Research and Writing. Students finally decide on their topics and the advisers. Each student will work with the appointed advisor for the approval of the project until the paper is complete. An appointed reader will be appointed after the approval of the advisor. The project undergoes editorial check and approval before it gets official approval and bound.

The project must be of 60 to 80 pages in length, and it may be written in two styles. The first is a programme development project that consists of six chapters: 1) Introduction, 2) Biblical and Theological Foundation, 3) Literature Review, 4) Programme Development (Field Research and Methodology, 5) Programme Implementation and Evaluation (the Addressing of the Problem with the development of the programme, its implementation and evaluation, and 6) Summary, Conclusion and Recommendations. The second one is a case in ministry study with the following six chapters: 1) Introduction, 2) Theological Foundation, 3)

Methodology, 4) Case Study, 5) Analysis of Theme, and 6) Summary, Conclusions and Recommendations.

The project must be prepared with the appropriate referencing and listing of sources as outlined in the *AUA Standards for Written Work*.

The final grade for the Project is calculated according to the following percentage scale: advisor - 60%, reader - 40%.

Curriculum

Courses	Credits
CHIS 670 The Seventh-day Adventist Church Heritage	3
CHMN 630 Church Leadership and Administration	3
CHMN 634 Youth Ministry	3
CHMN 639 Church Growth and the Equipping Pastor	3
CHMN 640 CHMN 640 Church Records Management	3
CHMN 641 Theology and Practice of Worship	3
CHMN 667 Health Ministry	2
CHMN 680 Expository Preaching	3
CHPH 643 Christian Professional Ethics	3
CHPH 678 Issues in Science and Religion	3
GSEM 607 Documentary Research and Writing	3
GSEM 695 MA in Pastoral Theology Project	6
MSSN 660 Topics in Mission	2
NTST 660 Gospels	3
OTST 624 Seminar in Old Testament Theology: Pentateuch	3

THST 610 Revelation, Inspiration, and Hermeneutics	3
THST 660 Issues in Seventh-day Adventist Theology	2

Table 13. Course Scheduling by Year

YEAR I – SEMESTER I

Course Code	Course Title	Credits	Lecturer's* Student's Workload
GSEM 607	Documentary Research and Writing	3	48 144
CHMN 630	Church Leadership and Administration	3	48 144
CHMN 634	Youth Ministry	3	48 144
CHMN 639	Church Growth and the Equipping Pastor	3	48 144
TOTAL		12	192/576

Course Code	YEAR I – SEMESTER II	Credits	Lecturer's* Student's Workload
THST 610	Revelation, Inspiration and Hermeneut.	3	48 144
CHMN 640	Church Records Management	2	32 96
CHMN 667	Health Ministry	2	32 96
THST 660	Issues in SDA Theology	3	48 144
OTST 624	Seminar in OT Theology: Pentateuch	3	48 144
TOTAL		13	208/ 624

Course Code	YEAR II – SEMESTER I	Credits	Lecturer's* Student's Workload
THST 678	Issues in Science and Religion	3	48 144

OTST/NTST 646	Studies in Biblical Exegesis	3	48 144
MSSN 660	Topics in Mission	2	32 96
CHMN 670	SDA Church Heritage	3	48 144
TOTAL		11	173/ 528

Course Code	YEAR II – SEMESTER II		
CHPH 643	Christian Professional Ethics	3	48 144
NTST 660	Gospels	3	48 144
CHMN 680	Expository Preaching	3	48 144
TOTAL		9	144 432
GSEM 695	Research Project	6	
TOTAL FOR PROGRAMME		51	717/2160

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one par year.

**GSEM 695 MA in Pastoral Theology (6 ceditis) is spread out throughout the last year of study for full time students

MASTER OF ARTS IN MISSIOLOGY

Introduction

The MA in Mission Studies has been designed to assist pastors and other ministry workers in developing expertise in the area of Missiology. With the challenges brought about by local and global changes and transformations on the continent, mission now requires specialized training. The programme offers two majors, namely Islamic Ministry and African Traditional Religion. These two majors reflect areas of significant importance in the mission of the Christian Church in Africa. Each area represents unique challenges that require specialized knowledge, skills and attitudes.

In line with the philosophy of AUA as a Seventh-day Adventist educational Institution, the programme puts emphasis in the gospel commission to make disciples of all nations in view of redemption and restoration of image of God in human beings.

Objectives

The programme is designed to provide needed preparation for a more effective ministry. Upon successful completion of the programme requirements the students will be able to:

1. Identify and evaluate important sources, contributions of key scholars, major schools of thought and emerging trends that shape and sharpen the mission of the Church in Africa.
2. Recognize and assess the needs of dominant faith communities that interact with the Christian religion in Africa.
3. Create and implement strategic missionary plans to reach out to non-Christian communities.
4. Provide leadership to the Church in Africa in the area of mission theory, praxis and strategy.

Expected Learning Outcomes

Islamic Ministry. The student graduating with an Islamic Ministry major is expected to:

1. Possess knowledge, understanding, skills and attitudes that promote respect and dialogue with peoples of Islamic faith.
2. Encourage positive communication across the religious/cultural divide.
3. Possess the ability to share the Christian message in the context of the Islamic religious understanding.
4. Based on sound knowledge, the student will develop attitudes of respect, acceptance and appreciation for peoples of Islamic faith.

African Traditional Religion. The student graduating with the African Traditional Religion major is expected to:

1. Possess knowledge, understanding, skills and attitudes that enhance more effective Christian ministry to African people coming from an ATR background.
2. Articulate more clearly the issues that challenge Christian growth and maturity in African Christian believers.
3. Identify sources of dual allegiance among African Christians and respond with appropriate spiritual nurturing strategies that address root causes.
4. Contribute to research in the area of ATR-Christian relations so as to provide the church with relevant materials that can be used for Christian witness and the ongoing discipling of believers.

Admission Requirements

The Master of Arts in Missiology programme is a practical and a professional degree recognized internationally, and specifically designed for pastors and gospel workers with experience in the field. It is also intended for preparation for full-time or bi-vocational gospel ministry. In addition to the general requirements of the University for admission into Master's programmes Master of Arts in Missiology applicants must:

1. Have a first degree preferably in Theology/Religion or in any other Non-religion disciplines, with a minimum of 2.50 grade point average (on a 4.0-point scale).
2. Have a letter of recommendation from the local church board or organisation.
3. Must request their former universities or employing organizations (if currently employed) to send recommendations directly to the AUA Office of Admissions.
4. Have a minimum of 4-full years of relevant experience
5. Must demonstrate proficiency in English.

Graduation Requirements

In order to complete the MA in Mission Studies, the student must meet the following requirements:

1. Complete a minimum of 48 semester hours of coursework and 6 semester hours of Project writing within a maximum of five years.
2. Pass GSEM 607 Research Methods during the first semester of residence, with a minimum grade of C. A student who took a graduate research methods course at another institution must submit a major paper in religion which demonstrates adequate research methodology for evaluation by the programme committee.

3. Successfully complete a Project. The Project will be prepared in accordance with the Theological Seminary, Adventist University of Africa guidelines for research, and should be approximately 60-80 pages in length.
4. Have a final cumulative GPA of not less than 2.75 for graduation

Regulations for Project

The Master of Arts in Missiology Project is fully explained in the course outline for MSSN 695. However, the Master of Arts in Missiology Project is research work which has a theoretical framework and a practical application.

Students are introduced to the Master of Arts in Missiology Project in GSEM 607 Documentary Research and Writing, and select their topic and adviser at that time. The student will work with the appointed advisor for the approval of the proposal until the paper is complete. The project demonstrates the student's mastery of necessary concepts in Islamic Ministry/African Traditional Religion ministry. Based on a practical ministry area, the project provides a philosophical framework and theoretical base for the chosen ministry topic. Also provided is an adequate and supporting biblical and theological foundation. The project may be designed to include the use of appropriate research instruments in a given community as a foundation for programme development.

The project demonstrates the student's mastery of necessary concepts in Islamic Ministry/African Traditional Religion ministry. Based on a practical ministry area, the project provides a philosophical framework and theoretical base for the chosen ministry topic. Also provided is an adequate and supporting biblical and theological foundation. The project may be designed to include the use of appropriate research instruments in a given community as a foundation for programme development. Such a project must utilize appropriate methodologies to support its conclusions and recommendations. Alternatively, a student may choose a topic or motif that needs further research and investigation. In that case the issues that need clarification or the problems that need to be addressed must be clearly identified. Such a topic must have a clear link to ministry in the area of the major.

A Project supervisor and co-supervisor are assigned at the beginning of the course of studies. The students can consult their Advisors regarding issues concerning their Project and receive guidelines and help throughout the course. The Project is to be completed and submitted by the end of the study programme.

The project must be of 60 to 80 pages in length, prepared with the appropriate referencing and listing of sources as outlined in the "AUA Standards for Written Work."

The project may be written in two styles. The first is a programme development project that consists of six chapters:

- 1) Introduction,
- 2) Biblical and Theological Foundation,
- 3) Literature Review,
- 4) Programme Development (Field Research and Methodology),
- 5) Programme Implementation and Evaluation (the Addressing of the Problem with the development of the programme, its implementation and evaluation, and
- 6) Summary, Conclusion and Recommendations.

The second one is a case in ministry study with the following six chapters:

- 1) Introduction,
- 2) Theological Foundation,
- 3) Methodology,
- 4) Case Study,
- 5) Analysis of Theme, and
- 6) Summary, Conclusions and Recommendations.

The project undergoes editorial check and approval before it is gets official approval and bound. The final grade for the Project is calculated according to the following percentage scale: advisor - 60%, Co-Advisor - 40%.

Curriculum

Curriculum Sub-Divisions	51 Total Credits Requirements	Total Lecture Hours
Core and Required Courses	42	672
General/Research Courses	3	
Project	6	

Table 14. *Islamic Ministry*

*YEAR I – SEMESTER I			
Course Code	Course Title	Credits	Lecturer's* Student's Workload
GSEM 607	Documentary Research and Writing	3	48 144
BIBL 520	Studies in Biblical Prophets	3	48 144
ARBC 521	Introduction to Arabic	3	48 144
MSSN 529	Foundations of Cross-Cultural Mission	3	48 144
TOTAL		12	192/576

Course Code	YEAR I – SEMESTER II		
ARBC 522	Intermediate Arabic	3	48 144
MSSN 615	Anthropology for Mission and Ministry	3	48 144
ISLM 620	Introduction to Islam	3	48 144
MSSN 632	Theology of Mission or	3	48 144
MSSN 685	Principles and Practice of World Mission	3	48 144
	TOTAL	12	192/576

Course	YEAR II – SEMESTER I		
ISLM 625	Islamic Theology	3	48 144
ISLM 632	Qur'an and the Bible	3	48 144
ISLM 633	Biblical and Qur'anic Studies	3	48 144
NTST	Gospels	3	48 144
TOTAL		12	192/ 576

Course Code	YEAR II – SEMESTER II		
THST 631	Adventist Theological Heritage	3	48 144
OTST 612	Biblical Hermeneutics	3	48 144
Students to take any of the following			
ISLM 641	Christian-Muslim Relations in History	3	48 144
ISLM 645	Islam, Culture and Gender in African Society	3	48 144
ISLM 677	Christian-Muslim Dialogue	3	48 144
TOTAL		9	96 288
**MSSN 695	Research Project	6	
Total for Programme		51	688/2,064

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one par year.

**MSSN 695 MA Thesis/Project (6 credits) is spread out throughout the last year of study for full time students

Table 15. African Traditional Religion Concentration

*YEAR I – SEMESTER I			
Course Code	Course Title	Credits	Lecturer’s* Student’s Workload
GSEM 607	Documentary Research and Writing	3	48 144
BIBL 520	Studies in Biblical Prophets	3	48 144
AFTR 541	Foundations of African Philosophy or	3	48 144
AFTR 650	African Theological Thought		

MSSN 529	Foundations of Cross-Cultural Mission	3	48 144
TOTAL		12	192/576

Course Code	YEAR I – SEMESTER II		
AFTR 640	African Culture and Religion	3	48 144
MSSN 615	Anthropology for Mission and Ministry	3	48 144
THST 631	Adventist Theological Heritage or	3	48 144
MSSN 632	Theology of Mission		
MSSN 685	Principles and Practice of World Mission	3	48 144
	TOTAL	12	192/576

Course	YEAR II – SEMESTER I		
AFTR 660	Topics in Christianity and African Traditional Religion	3	48 144
AFTR 682	African Traditional Religion: Major Beliefs	3	48 144
CHIS 640	History of Christianity in Africa	3	48 144
NTST 660	Gospels	3	48 144
TOTAL		12	192/ 576

Course Code	YEAR II – SEMESTER II		
OTST 612	Biblical Hermeneutics	3	48 144
MSSN 691	Contextualization	3	48 144
MSSN 693	Power Encounter	3	48 144
TOTAL		9	112 336

MSSN 695	Research Project	6	
Total for Programme		51	688/2,064

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one per year.

**MSSN 695 MA Thesis/Project (6 credits) is spread out throughout the last year of study for full time students

Total Credit Hours, Contact Hours and Course Units Required for Graduation

The requirements for graduation are a minimum of 51 semester credits including the Project of 6 credits for MSSN 695 project.

Duration of the Programme

The duration of the programme can be best measured in semester credits: a minimum of 51 semester credits. Fulltime students would take minimum of 2 academic years to complete the programme. Part time students will take four to five years to complete the programme.

MASTER OF CHAPLAINCY

Introduction

The Master of Chaplaincy (MChap) degree programme provides basic post-graduate professional preparation for chaplaincy ministries with a broad exposure to other fields of theological study. The MChap programme is intended for men and women who already have an undergraduate background of ministerial studies but desire to obtain the basic and specialized preparation needed to become professional chaplains. It is also designed to enable practicing pastors/chaplains and intending chaplains to pursue a higher degree.

The need for competent and skilled chaplains to care for the spiritual needs of students, military personnel and institutions need trained and competent chaplains. Further, the Adventist Church in Africa is active in ministering to Adventist and non-Adventist students in public primary, secondary and tertiary institutions, as well as persons in military and correctional institutions. There are very few certified chaplains serving the church in Africa as Chaplaincy Directors or chaplains where certified chaplains are needed. This programme is therefore intended to respond to the need to train and equip chaplains with the relevant skills needed.

Objectives

1. To develop competencies in Biblical, doctrinal, spiritual formation, and pastoral counselling.
2. To develop skills and attitude of servant leadership required for chaplaincy ministry.

Expected Learning Outcomes

Upon successful completion of the programme requirements, students would be able to:

1. Demonstrate knowledge of the nature and content of the Bible, a working methodology for biblical study and interpretation, and a clear formulation and personal integration of the student's own understanding of the message of the Bible.
2. Demonstrate the competence in pastoral function, pastoral skills and knowledge of theology and behavioural science.
3. Demonstrate the ability to formulate ethical concepts and to apply them in different contemporary life situations.
4. Reflect on one's self as person and pastor in relationship to persons in crisis.
5. Demonstrate an understanding of and skills for intensive and extensive pastoral counselling to persons of various religious and non-religious backgrounds.
6. Demonstrate a commitment to a lifelong, intentional process of spiritual development and professional growth.

7. Demonstrate growth in the areas related to God's personal call that require further development.

Admission Requirements

The Master of Arts in Chaplaincy Ministry programme is a practical and professional degree specifically designed for pastors and gospel workers who have a desire for ministry in hospitals, prisons, school/college/university campuses, military, government and other organizations. In addition to the general requirements of the University for admission into the MA in Chaplaincy Ministry applicants must:

- a. Have a first degree preferably in Theology/Religion or in any other Non-religion disciplines, with a minimum of 2.50 grade point average (on a 4.0-point scale).
- b. Have a letter of recommendation from the local church board or organisation.
- c. Must request their former universities or employing organizations (if currently employed) to send recommendations directly to the AUA Office of Admissions.
- d. Have a minimum of 4-full years of relevant work experience
- e. Must demonstrate proficiency in English.

Graduation Requirements

In order to graduate, a student is required to:

1. Complete a minimum of 72 credits of course work consisting of 3 credits of common University courses, 9 credits of biblical and theological courses, 24 credits of core courses and 9 credits of electives in specific area of chaplaincy.
2. Maintain a minimum cumulative GPA of 2.75 (on the 4.0 scale).
3. Successfully fulfil the requirements for Clinical internship
4. Successfully complete the writing of the Project. The Project will be graded by the adviser and reader, edited and submitted to the Dean of the Theological Seminary.

Regulations for Project

The Master of Chaplaincy Project is fully explained in the course outline for CHAP 695. This Project is a research work with its theoretical framework and practical application to advance the students' research skills in a chaplaincy setting.

Students are introduced to the Master of Chaplaincy Project in GSEM 607 Documentary Research and Writing. CHAP 694 Seminar in Chaplaincy Research strengthens the skills and methodologies needed for chaplaincy research. Students finally decide on their topics and the advisers at the time of taking CHAP 694. Each student will work with the appointed advisor for the approval of the project until the paper is complete. An appointed reader will be

appointed after the approval of the advisor. The project undergoes editorial check and approval before it gets official approval and bound.

The project must be of 60 to 80 pages in length, and it may be written in two styles. The first is a programme development project that consists of six chapters: 1) Introduction, 2) Biblical and Theological Foundation, 3) Literature Review, 4) Programme Development (Field Research and Methodology, 5) Programme Implementation and Evaluation (the Addressing of the Problem with the development of the programme, its implementation and evaluation, and 6) Summary, Conclusion and Recommendations. The second one is a case in ministry study with the following six chapters: 1) Introduction, 2) Theological Foundation, 3) Methodology, 4) Case Study, 5) Analysis of Theme, and 6) Summary, Conclusions and Recommendations.

The project must be prepared with the appropriate referencing and listing of sources as outlined in the *AUA Standards for Written Work*.

The final grade for the Project is calculated according to the following percentage scale: advisor - 60%, reader - 40%.

Curriculum

Fields of Concentration

The Chaplaincy programme has four concentrations reflect areas of significant importance in the ministry to the Adventist Chaplain. Each area represents unique challenges that require specialized knowledge, skills and attitudes. These concentrations will not be offered simultaneously and the University at the point of admission, based on students' interest, may decide to select one or two of the following:

- Campus Ministry
- Correctional Institutions
- Healthcare
- Military Chaplaincy

* The students have an opportunity to take a minimum of 9 credit hours for elective courses. They can choose to take either CHAP 679 or courses from one of the additional concentrations.

[For example, students from the Campus Ministry concentration may take elective courses for the Correctional Institutions concentration (CHAP 635, CHAP 637, CHAP 652), or Healthcare Chaplaincy concentration (CHAP 639, CHAP 641, CHAP 654), or Military Chaplaincy concentration (CHAP 643, CHAP 645, CHAP 656)].

** CHAP 669 Clinical Pastoral Education-I and CHAP 679 Clinical Pastoral Education-II are courses that represent internationally recognized Clinical Pastoral Education units I and II taught by a certified Clinical Pastoral Education (CPE) supervisor who has earned a Doctorate degree in theology or religion or a Master’s degree in Theology or Religion with considerable years of practice experiences as a CPE supervisor.

CHAP 669 is a 9 credit hours course because of the load of work allocated for this term as the first introductory CPE unit.

CHAP 679 is an 8 credit hours course because it consists of the minimum required number of hours the student has to spent in a CPE unit (400 hours, of which 300 hours must be spent in practicum—a healthcare or appropriate facility of specialization.

The two courses (CHAP 669 and CHAP 679) do not repeat themselves. The students are allowed to register for CHAP 679 only after taking CHAP 669.

Curriculum Sub-Division

Major Curriculum Sub-Divisions	Credits Requirements	Total Lecture Hours
Research Courses / Project	11	80
Biblical/Theological Courses	9	144
Core Courses	34	544
Concentration Courses	9	144
Elective Courses	9	144
Total:	72	1,056

Major Curriculum Sub-Divisions	Credits Requirements	Total Lecture Hours
Research Courses / Project	11	80
Biblical/Theological Courses	9	144
Core Courses	34	544
Concentration Courses	9	144
Elective Courses	9	144
Total:	72	1,056

Distribution List by Semesters for Full-time Students

YEAR 1, SEMESTER 1					
	Course Code	Course Title	Credits	Lecturer's Workload*	Student's Workload
Common course	GSEM 607	Documentary Research and Writings	3	48	144
Core courses	CHAP 611	Foundations of Chaplaincy	2	32	96
	CHAP 614	Chaplaincy Formation	3	48	144
Common courses	OTST 655	Pentateuch	3	48	144
	THST 615	Theology of Creation and Human Suffering	3	48	144
TOTAL:			14	224	672

INTERSEMESTER					
Core course	CHAP 669	Clinical Pastoral Education-1	8	128	400
Total:			8	128	400
YEAR 1, SEMESTER 2					
Common course	NTST 660	Gospels	3	48	144
Core courses	CHAP 622	Chaplaincy Professional Ethics	3	48	144
	CHAP 624	Clinical Training in Pastoral Care	3	48	144
	CHAP 620	Multi-Religious Context	3	48	144
Total:			12	192	576
Total for Year 1:			34	544	1,648
YEAR 2, SEMESTER 1					
Core courses	CHAP 630	Marriage and Family	3	48	144
	CHAP 672	Crisis and Grief Counselling	3	48	144
	CHAP 668	Worship, Homiletics and Healing	3	48	144
Common courses	CHAP 694	Seminar in Chaplaincy Research	2	32	96
	CHAP 695	Chaplaincy Project**	6	0	288**
Total:			17	176	816

INTERSEMESTER					
Electives	CHAP 679	Clinical Pastoral Education-2	9	144	432
		A choice for a second concentration	9	144	432
Total:			9	144	432
YEAR 2, SEMESTER 2					
Core Course	CHAP 674	Care of the Bereaved and Dying	3	48	144
Concentration					
Campus Ministry	CHAP 631	Philosophy and Practice of Campus Ministry	3	48	144
	CHAP 633	Issues in Contemporary Youth Culture	3	48	144
	CHAP 650	Children, Youth and Young Adult Ministry	3	48	144
Correctional Institutions	CHAP 635	Philosophy and Practice of Correctional Chaplaincy	3	48	144
	CHAP 637	Seminar in Correctional Chaplaincy	3	48	144
	CHAP 652	Chaplaincy and Justice	3	48	144

Healthcare	CHAP 641	Healthcare Ministry and Chaplaincy	3	48	144
	CHAP 639	Mental Health and Spirituality	3	48	144
	CHAP 654	Theory and Theology of Illness and Health	3	48	144
Military Chaplaincy	CHAP 643	Philosophy and Practice of Military Chaplaincy	3	48	144
	CHAP 645	Context and Culture of Public Arena Chaplaincy	3	48	144
	CHAP 656	Seminar in Military Chaplaincy	3	48	144
Total:			12	192	576
Total for Year 2:			38	512	1,824
GRAND TOTAL:			72	1,056	3,472

*For part-time students who do annual intensives, one semester courses represent one-year cohort intensive. Thus, part-time intensive cohorts shall have four contact sessions, one per year.

* ***CHAP 695 Chaplaincy Project (6 credits) is spread out throughout the last year of study for full time students

**CHAP 695 Chaplaincy Project (6 credits) is spread throughout the entire year.

MASTER OF DIVINITY

Introduction

The Master of Divinity (MDiv) degree programme provides basic post-graduate professional preparation for ministry with a broad exposure to all fields of theological study. The programme applies biblical, historical, educational, linguistic, theological, philosophical, ethical, missiological, pastoral, and evangelistic instruction to the practical work of the church. Practical field experience is a vital part of this programme.

The MDiv programme is intended for those who already have an undergraduate background of ministerial studies and for those who hold a baccalaureate degree in an area other than religion, but who want to obtain the basic preparation needed to become pastors or church workers in the Adventist denomination. It is designed to enable practicing pastors to pursue a higher degree in the context of a learning community. To raise the level and effectiveness of the ministers to a professional level at a time of rapid membership growth in numbers and sophistication. To help identify excellent pastoral practitioners who are also outstanding students who could be encouraged to consider further studies to become professors of theology.

Objectives

The objectives of the MDiv programme is to enable students to develop competencies in Bible, church history, doctrine, spiritual formation, as well as servant leadership skills required for local church ministry.

Expected Learning Outcomes of the Programme

Upon graduation, the students will be able to:

1. Demonstrate knowledge of the nature and content of the Bible, a working methodology for biblical study and interpretation, and a clear formulation and personal integration of the student's own understanding of the message of the Bible.
2. Demonstrate knowledge of the central doctrines of Christianity and of the historical models that have been used to articulate and apply them.
3. Demonstrate the ability to formulate theological and ethical concepts in light of the heritage of the whole church and to apply these concepts in contemporary life situations.

4. Demonstrate an understanding of Christian ministry founded on biblical mandates, informed by the church's heritage and relevant to its present circumstances.
5. Demonstrate a commitment to a lifelong, intentional process of spiritual development and professional growth.
6. Demonstrate growth of the in areas related to God's personal call that require further development.
7. Demonstrate discernment in identifying exceptional pastoral practitioners who as outstanding students could be encouraged to pursue their further studies in order to become professors of theology.

Admission Requirements for the Programme

The Master of Divinity programme is a practical and a professional degree recognized internationally, and specifically designed for pastors with experience in the field. In addition to the general requirements of the University for admission into Master's programmes, Master of Divinity applicants must:

- a. Have a first degree preferably in Theology/Religion or in any other Non-religion disciplines, with a minimum of 2.50 grade point average (on a 4.0-point scale).
- b. Have a letter of recommendation from the local church board or organisation.
- c. Must request their former universities or employing organizations (if currently employed) to send recommendations directly to the AUA Office of Admissions.
- d. Have a minimum of 4-full years of relevant experience
- e. Must demonstrate proficiency in English.

Graduation Requirements

In order to graduate, a student is required to:

1. Complete the required minimum credits based on his admission status. Students admitted with an undergraduate degree in Religion/Theology, 73 Semester Credits (1,072 contacts hours) are required for graduation. While those admitted with an undergraduate degree in other areas than Religion/Theology, require 103 Semester Credits (1,552 contact hours) for graduation.
2. Maintain a minimum cumulative GPA of 2.75 (on the 4.0 scale).
3. Successfully complete the writing of the Project or thesis. The Project/Thesis will be assessed according to the University standards on such work and approved by the Seminary. Successfully complete the writing of the Project. The Project will be

graded by the adviser and reader, edited and submitted to the Dean of the Theological Seminary

Regulations for Project

The Master of Divinity Project is fully explained in the course outline for GSEM 693. However, the Master of Divinity Project is research work which has a theoretical framework and a practical application.

Students are introduced to the Master of Divinity Project in GSEM 607 Project Research and Writing, and select their topic and adviser at that time. The student will work with the appointed advisor for the approval of the proposal until the paper is complete. An appointed reader will be appointed after the approval of the advisor. The project undergoes editorial check and approval before it is gets official approval and bound.

The project/thesis must be of 60 to 80 pages in length, prepared with the appropriate referencing and listing of sources as outlined in the “AUA Standards for Written Work.”

The project may be written in two styles. The first is a programme development project that consists of six chapters: 1) Introduction,

2) Biblical and Theological Foundation 3) Literature Review,

4) Programme Development (Field Research and Methodology,

5) Programme Implementation and Evaluation (the Addressing of the Problem with the development of the programme, its implementation and evaluation, and 6) Summary,

Conclusion and Recommendations. The second one is a case in ministry study with the following six chapters:

1) Introduction, 2) Theological Foundation, 3) Methodology, 4) Case Study, 5) Analysis of Theme, and 6) Summary, Conclusions and Recommendations.

The final grade for the Project is calculated according to the following percentage scale: advisor - 60%, reader - 40%.

YEAR I – SEMESTER I				
	Course Code	Course Title	Credits	Lecturer’s* Student’s Workload
COMMON	MSSN 600	Church and Its Mission	3	48 144

	GSEM 607	Documentary Research and Writing	3	48 144
	GSEM 608	Advanced Methods Teaching Bible	3	48 144
	THST 610	Revelation, Inspiration & Hermeneutics	3	48 144
TOTAL			12	

 YEAR I – INTER-SEMESTER

Non-Religion/ Theology Baccalaureates	NTST 550	Greek Grammar	3	48 144
	NTST 501	Introduction to the New Testament	3	48 144
	OTST 501	Introduction to the Old Testament	3	48 144
TOTAL			9	

 YEAR I – SEMESTER II

COMMON	NTST 550	Greek Reading	3	48 144
	CHIS 612	History of Reformation	3	48 144
	OTST 624	Pentateuch	3	48 144
	CHMN 630	Church Leadership & Administration	3	48 144
TOTAL			12	

 YEAR II – SEMESTER I

COMMON	CHMN 634	Youth Ministry	3	48 144
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CHMN 639	Church Growth & Equipping Pastors	3	48 144
CHMN 640	Church Records Management	2	32 96

Specialization

Old Testament	OTST 520	Studies in the Prophets	3	48 144
New Testament	NTST 620	NT Backgrounds	3	48 144
Appl. Theology	MSSN 529	Foundations of Cross-Cultural Min	3	48 144
TOTAL			11	

YEAR II – INTER-SEMESTER

Non-Religion/Theology Baccalaureates	OTST 550	Hebrew Grammar	3	48 144
	CHMN 540	Pastoral Ministry and Church Policy	3	48 144
	CHIS 610	Early and Medieval Church Hist.	3	48 144
TOTAL			9	

YEAR II – SEMESTER II

COMMON	OTST 558	Hebrew Readings	3	48 144
	CHMN 643	Christian Professional Ethics	3	48 144
	NTST 660	Gospels	3	48 144

Specialization

Old Testament	OTST 620	Old Testament Backgrounds	3	48 144
New Testament	NTST 636	New Testament Exegesis	3	48 144
Appl. Theology	MSSN 668	African Traditional Religion	3	48 144
TOTAL			12	

 YEAR III – SEMESTER I

COMMON	CHMN 667	Health Ministry	2	32 96
	NTST 660	Gospels	3	48 144
	THST 660	Issues in SDA Theology	3	48 144
Specialization				
Old Testament	OTST 636	Old Testament Exegesis	3	48 144
New Testament	NTST 664	Romans	3	
Appl. Theology	MSSN 685	World Mission	3	48 144
TOTAL			11	

 YEAR III – INTERSEMESTER

Non-Religion/ Theology	CHMN 637	Pastoral Care & Counselling	3	48 144
Baccalaureates	CHMN 639	Personal & Public Evangelism	3	48 144
	CHIS 675	Prophetic Ministry of E. G. White	3	48 144

TOTAL			9	
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YEAR III – SEMESTER II				
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COMMON	CHIS 670	SDA Church Heritage	3	48 144
	THST 678	Issues in Science and Religion	3	48 144
	CHMN 680	Expository Preaching	3	48 144
Specialization				
Old Testament	OTST 672	Daniel	3	48 144
New Testament	NTST 670	Revelation	3	48 144
Appl. Theology	MSSN 691	Principles of Contextualization	3	48 144
TOTAL			12	
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*Lecturer's workload here for practical/actual teaching time and exams. Preparation, administering and marking of continuous assessments vary.

*GSEM 693 MDiv Project (6 credits) is spread out throughout the three years of study.

Total Credit Hours, Contact Hours and Course Units Required for Graduation

The duration of the programme can be best measured in semester credits: a minimum of 73 semester credits for Religion/Theology Baccalaureates and 103 semester credits for non-Religion/Theology Baccalaureates. Fulltime students would take minimum of 3 academic years to complete the programme. Part time students will take four to five years to complete the programme.

DOCTORAL PROGRAMMES

DOCTOR OF MINISTRY (DMin)

Introduction

The Doctor of Ministry is the highest competency level pastoral ministry degree programme primarily designed for the practice of ministry and is oriented toward serving the needs of pastors, mission executives, church leaders, and other ministry professionals. The purpose of this programme is to equip people for a higher-level ability in the practice of ministry and ministerial leadership in the area of applied theology. This is achieved through an experience of further education, which renews the personal life of faith, sharpens ministerial skills, and stimulates growth in understanding the biblical and theological foundations of ministry and mission.

The nine concentrations (i) Chaplaincy; (ii) Church, African Society and Mission; (iii) Church Leadership and Administration; (iv) Discipleship and Biblical Spirituality; (v) Evangelism & Church Growth; (vi) Marriage and Family; (vii) Pastoral Care and Counselling; (viii) Word, Worship and Liturgy; (ix) Youth Ministry, reflect areas of significant importance in the ministry to the Christian Church. Each area represents unique challenges that require specialized knowledge, skills and attitudes. These concentrations are not being offered simultaneously.

Objectives

1. To equip men and women to gain a sound grasp of biblical, theological and theoretical principles that would help the church fulfil its mission.
2. To provide opportunities to acquire a high level of competency in the skills that pertain to an area of concentration.
3. To foster an environment to contribute to the body of knowledge through research.
4. To provide the necessary tools and skills for identification and implementation of strategies of spreading the Good News of the Gospel to humankind.

General Expected Learning Outcomes

The DMin programme is designed to provide needed preparation for a more effective ministry. Upon successful completion of the programme requirements the students will be able to:

1. Impart practical, theological, and religious knowledge that is culturally and contextually grounded and relevant to the realities on the African continent.
2. Reconstruct the ingredients of African culture in ways that enhance on going Christian formation and transformation of the people of God in Africa.
3. Provide leadership and ministry competencies that enable church reflective practitioners to function efficiently and effectively both in local and global contexts.
4. Enhance theological and spiritual aspects of graduates' life in their professional calling.
5. Advance techniques and approaches for conducting independent research that can be utilized in the graduate's own practice of ministry.

Expected Learning Outcomes for Different Emphases

Chaplaincy. Persons who successfully complete the Chaplaincy emphasis should be able to:

1. Articulate different models of chaplaincy ministry that empower, inform and expand their ministering skills and competencies.
2. Develop research designs and analytical methodologies in the field of Chaplaincy ministry.

Church, African Society and Mission. Persons who pursue the Church, African Society and Mission will be able to:

1. Demonstrate a high-level mastery of mission strategies and methods, with special attention to context, rationale, agencies, effectiveness, limitations, negative side effects, and general applicability of the following strategies that have been used in the history of mission strategy development.
2. Empower the Church to play a more significant role by developing and expanding social institutions like educational, health/medical, nutritional and many other welfare institutions that impact the practical lives of people.

Church Leadership and Administration. Persons who successfully complete the Church Leadership and Administration emphasis should be able to:

1. Demonstrate a sound grasp of biblical, theological and theoretical principals that undergird Christian leadership and their contribution to global ministry.
2. Have skills and competencies in designing systems and structures that create and support positive organizational culture.

Discipleship and Spiritual Formation. Persons who successfully complete the Discipleship and Spiritual Formation emphasis should be able to:

1. Demonstrate a high level of knowledge and skills pertinent to the practice in pastoral care and spiritual leadership within the context of discipleship and spiritual formation in the family, church, and wider community.
2. Implement the various dimensions of mentoring, practical guidelines and resources for both mentors and mentees, and the theological, theoretical, experiential and practical dimensions of discipleship into a theologically reflective practice of ministry.
3. Formulate one's own "spiritual theology" or "theology of the Christian life" that will inform how to live out one's own relationship with God and how to encourage others to do the same.

Evangelism and Church Growth. Persons who successfully complete the Evangelism and Church Growth emphasis should be able to:

1. Demonstrate expert knowledge of major biblical/historical models of evangelism and Church growth with a special focus on the African context.
2. Create personal and public self-sustaining ministries to reach multi-cultural peoples in African society, drawing on global models and trends.
3. Do research in various areas of evangelism and African Church growth.

Marriage and Family. Persons who successfully complete the Marriage and Family emphasis should be able to:

1. Articulate family systems operations and the critical factors in developing family strengths, skills and programming ideas, which facilitate development.
2. Design and develop programmes for the growth and betterment of marriages and families.
3. Use appropriate skills in coaching couples to experience greater depth of intimacy and sexual fulfilment as well as apply spirituality and religiosity in the management of issues of sex and life.

Pastoral Care and Counselling. Persons who successfully complete the Pastoral Care and Counselling emphasis should be able to:

1. Demonstrate a well-developed understanding of the intricate connection between gender, culture, and spirituality, and the ability to analyse issues regarding spirituality and religion in relation to life events such as religious differences in intimate relationships, deciding on how to raise children, illness and pain, death and dying and learning to live more congruently to one's values.

2. Apply knowledge in various aspects of pastoral counselling and reflect on personal spiritual and theological perspectives and to integrate them into their practice of ministry.

Word, Worship and Liturgy. Persons who successfully complete the Word, Worship and Liturgy emphasis should be able to:

1. Articulate the principles of worship that are rooted in Scripture and Christian experience throughout the ages, and explore and explain African aspects of life that need to be incorporated in word proclamation and liturgical designs.
2. Master and implement principles of thematic and purposeful preaching for specific desired outcomes over a period of time like Christian year.
3. Identify African cultural initiatives in communicating the Good News of the Gospel that are drawn from African narrative theology, proverbs, stories and wisdom.

Youth Ministry. Persons who successfully complete the Youth Ministry emphasis should be able to:

1. Demonstrate a high level of understanding of the principles of conflict resolution and emotional support for at-risk and high-risk youth and young adults, and how to provide crisis intervention and long-term problem-solving skills.
2. Be familiar with writing grant proposals for youth ministry, and able to develop programmes for effective youth evangelism and discipleship.

Admission Requirements for the Programme

The process of applying for admission into the DMin programme must begin early enough to have all application materials on file at least six (6) months before the programme commences. When all the application materials are on file in the AUA Office of Admissions, the appropriate committee will meet to review the applications. All applicants will be notified of their admission status as soon as admission decisions are made. Admitted applicants will be required to submit a deposit to the AUA designated account soon after they receive their letter of admission. The deposit is non-refundable and holds their place in the programme. Applicants who are sponsored will have to arrange for submission of a sponsorship letter to the Office of Financial Administration.

In addition to the general requirements of the University for admission into doctoral programmes, DMin applicants, the following prerequisites are required for admission into the programme:

- i. Have a Master's degree in Ministry or Theology, with a minimum with a minimum GPA of 3.33
- ii. Have a minimum of 84 credit hours of Religion/Theology at the undergraduate level. A Master's degree in theology/religion/Ministry or MA in Religious Studies (or its equivalent) in the area of interest, MA in Mission (or its equivalent) or MDiv (or its equivalent) for entry into the DMin. Applicants related Master's degrees may be required to take appropriate number of prerequisites as shall be determined by the Seminary Admissions Committee.
- iii. Be active in professional ministry for at least four years (limited exceptions could be considered) and demonstrate aptitude and commitment for the gospel ministry
- iv. Be ordained or commissioned to the gospel ministry (limited exceptions could be considered)
- v. Provide satisfactory recommendations from the current field/conference administrator or direct supervisor, a pastoral colleague, and a local elder (a total of three recommendations from specific individuals is required)
- vi. Submit a paper (2-4 pages) that provides an applicant's philosophy of ministry and objectives in seeking the degree
- vii. Have successfully completed a course equivalent to *GSEM 607 Documentary Research and Writing*. Applicants are to submit their Master's Thesis/Project or its equivalent. Those applicants who did not do a Thesis/Project on a Master's level must submit a major paper (approximately 50 pages) showing applicant's research competencies.
- viii. Must demonstrate proficiency in English.

Regulations on Credit Transfer in the programme

The Doctor of Ministry programme does not accept credit transfers according to the *Commission for University Education (CUE) Policy on credit transfer at doctoral level*.

Performance Review

Student progress toward degree completion is reviewed by the Programme Director during the second year of the student's matriculation. If progress is deemed inadequate and it appears that the student will have difficulty completing the programme, the Programme Director will advise the student and recommend corrective action.

Time Limit for Completing the DMin Degree

Serious students may complete the studies leading to conferment of the DMin degree within a period of four to five (4-5) years. However, students have a maximum of ten (10) years to complete the degree from the date of first enrolment. Should extenuating circumstances

preclude completion in the extended time frame, a petition may be filed through the Programme Director to the Dean of the Theological Seminary for consideration of an extension.

Dismissal

Students are expected to abide by the regulations set forth by the Adventist University of Africa and the written policies and procedures of their respective departments. The University reserves the right to dismiss a student from a programme for any of the following reasons:

- a. Conduct detrimental to the University or to the welfare of other students.
- b. Conduct that violates the code of academic and/or professional ethics.
- c. Unsatisfactory CGPA (Academic Standing)

Leave of Absence

A student who is unable to register for a course because of a serious illness, personal/professional reasons, physical/mental health issues, or extraordinary job requirements may be granted a leave of absence without penalty. The leave of absence is normally limited to one academic year. The student must inform the Programme Director and the Dean of the Theological Seminary in writing of his/her intention. Students with an absence of one academic year without an approved leave of absence or who extend leave beyond one academic year will be governed by new departmental/programme guidelines upon their return.

Academic Load

The University stipulates the academic load for students in order to prepare them to face the challenges posed by their courses and to enable them earn their degree within the specified period. This is dependent upon two factors: the scholastic ability of the student as reflected by his/her academic history and the time available for study.

- a. Due to extensive reading, independent thinking and individual research required of graduate students, the normal full-time course load is 9-12 credits per semester.
- b. Students who are on probation or have incurred academic deficiencies will be advised to carry lighter loads depending on their situation.

Advancement to Candidacy

Achievement of candidacy status indicates that a student has completed all other programme components and has only his/her dissertation remaining to fulfil the degree requirements. Doctoral students should be developing their doctoral research capabilities throughout the programme in areas, such as dissertation topic development, literature review, research

methodology and academic writing skills. Doctoral students are strongly encouraged to make significant progress on their dissertation before concluding their coursework.

Workshops and Seminars/Conferences

Seminars, workshops and conferences entail in-depth and broadening trainings that focus on enhancing the doctoral student's skills. Activities include information sessions, educational presentations, and research courses. It is a requirement of the DMin programme that students participate in this forum and could present their research papers in such forum.

Student Assessment Policy/Criteria

AUA maintains and upholds a policy of student assessment for effectiveness, fairness and transparency in keeping with academic standards. The delivery mode of the DMin programme is through part time and full-time enrolment. Teaching and student assessment procedures are done for each course at the end of each semester.

Students may be assessed on the basis of their coursework, research work or subject examinations or as, in most instances, by a combination of both depending on the nature of the course. Specific modes of assessment may include written examinations, short answer/multiple choice, open book tests, reading reports, research assignments, projects, case studies (biblical, missiological), presentations, etc.

Graduation Requirements

In order to graduate, a student is required to:

- a. Successfully complete a minimum of 12 credit hours of common University courses, 18 credit hours of core courses, and 15 credit hours of research courses (including writing of the Dissertation), thus making a minimum total of 45 credit hours.
- b. Passing grade for each course to be acceptable for graduation is a B level or above.
- c. Candidates in the Chaplaincy concentration must have completed at least four units of Clinical Pastoral Education (CPE) with a body recognized and acceptable to the University for such Qualification. Maintain a minimum cumulative CGPA of 3.33 (on the 4.0 scale).
- d. Publish and provide evidence of at least two articles in referred journals. Published work is based on the students' doctoral research.
- e. Successfully completed, submitted, and defended the DMin Dissertation

Regulations and Procedures for DMin Dissertation

Refer to the Theological Seminary Research Protocol for more details.

Structure and Duration of the Programme

The duration of the programme can be best measured in semester credits: A minimum of 9 semester credits for each concentration. Fulltime students would take 3 academic years to complete the classwork, and start working on the dissertation.

Diligent students may complete the full cycle of their studies leading to conferment of the DMin degree within a period of four (4) years. However, students have a maximum of ten (10) years to complete the degree from the date of first enrolment. Should extenuating circumstances preclude completion in the extended time frame, a petition may be filed through the Programme Director to the Dean of the Theological Seminary for consideration of an extension. The notion of quality adopted by AUA is ‘fitness for purpose’ which means that the University and its components and activities have quality if they conform to the purpose for which they were designed.

Curriculum

At the beginning of the student’s course work, the programme director together with the student will outline a curriculum reflecting a broad coverage to be followed by the student who must fulfil the following requirements:

	No. of Courses	Credit Hours
Common University Courses	4	12
Core Courses in Ministry	2	6
Core Concentration Courses	4	12
Research Courses	3	15
Total	13	45

List of Courses Offered in the Programme

The courses that will be taught in the DMin programme, including the additional foundational courses, have codes which are explained below and housed by the appropriate department:

- AFTR – African Traditional Religion
- CHIS – Church History
- CHMN – Christian Ministry
- CHPH – Christian Philosophy
- GSEM – General Seminary
- LEAD – Church Leadership
- MSSN – Mission
- NTST – New Testament
- OTST – Old Testament

A minimum total of 45 semester credit hours is required for all DMin concentrations. The curriculum is configured as follows:

Common University Courses	12
GSEM 608 Advanced Methods of Teaching Bible	3
AFTR/MSSN 721 Seminar in African Traditional Religions	3
CHMN 735 Ethical/Moral Formation for Leadership in Africa	3
CHMN/MSSN 785 Biblical Foundation for Ministry and Mission	3

Core Courses According to a Concentration

Chaplaincy Concentration	18
CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN 725 Advanced Chaplaincy Competencies and Ethical Issues in Chaplaincy	3
CHMN 739 Clinical Issues in Care and Counselling	3
CHMN 757 Professional Formation in Chaplaincy Ministry	3
CHMN 771 Theory & Research in Chaplaincy	3
Church, African Society and Mission Concentration	18
CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN 712 The Church, Its Mission, and the African Society	3
MSSN 731 Cultural and Religious Analysis	3
MSSN 741 Mission Strategy Development	3
CHMN 751 The African Church and Social Issues	3
Church Leadership and Administration Concentration	18
CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN/LEAD 743 Leadership in Cross-Cultural Perspectives	3
CHMN/LEAD 753 Leadership and Spirituality	3
CHMN/LEAD 763 Advanced Leadership Competences	3
CHMN/LEAD 783 Leading and Managing the Church Organization	3

Discipleship and Biblical Spirituality Concentration	18
CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN 727 The Personal Practice of Biblical Spirituality	3
CHMN 737 Church Growth and Discipleship in the Urban Church	3
CHMN 740 Mentoring for Discipleship and Spiritual Growth	3
CHMN 761 Corporate Ministry for Discipleship and Spirituality	3
Evangelism and Church Growth Concentration	18
CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN 715 Revivals and Church Growth Strategies in Africa	3
CHMN 717 Perspectives on Mission and Church Growth Strategies	3
CHMN 767 Formation of Evangelistic Strategy	3
CHMN 787 The Mission-Oriented Church	3
CHMN 721 Church Growth and Discipleship in Africa	3
CHMN 769 Strategies for Urban Mission	3
CHMN 722 Urban Church Leadership	3
CHMN 781 Contextualized Discipleship	3
CHMN 789 The Church in the City	3
Marriage and Family Concentration	18
CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN 745 The Family: Building Communities of Caring and Hope	3

CHMN 754 Professional Issues in Marriage and Family Therapy	3
CHMN 765 Human Sexuality	3
CHMN 775 Parenting, Education and Guiding	3
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Pastoral Care and Counselling Concentration	18
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CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN 719 Cultural and Contextual Dimensions	3
CHMN 729 Professional Development in Pastoral Care	3
CHMN 749 The Pastor as a Person and Caregiver	3
CHMN 759 Pastoral Care and Counselling	3
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Word, Worship and Liturgy Concentration	18
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CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN 742 Preaching the Literary Forms of the Bible	3
CHMN/AFTR 773 Word and Liturgy in an African Context	3
CHMN 774 Advanced Homiletical Competencies	3
CHMN 780 Spiritual Nurture and Religious Education	3
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Youth and Young Adult Ministry Concentration	18
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CHMN/LEAD 703 Theology and Practice of Leadership	3
CHMN/LEAD 706 Spiritual and Theological Foundations for Ministry	3
CHMN 720 Current Issues in Youth Ministry	3
CHMN 750 Counselling Youth and Young Adults	3
CHMN 760 Advanced Youth Ministry	3

CHMN/LEAD 770 Youth Ministry Leadership	3
Research Courses	15
CHMN/LEAD 704 Seminar in Applied Theology Methods	3
GSEM 754 DMin Dissertation Proposal Seminar	3
GSEM 795 DMin Dissertation	9
Additional Foundational Courses	
NTST 684 Theology of Selected New Testament Writings	3
OTST 683 Theology of Selected Old Testament Writings	3
CHIS 675 The Life, Work, and Writing of Ellen G. White	3
CHIS/THST 674 Development of Seventh-day Adventist Theology and Lifestyle	3
CHIS 688 Contemporary Trends in Ecumenism	3
CHPH 615 Principles of Christian Ethics	3
CHMN 747 Theological and Historical Perspectives on Spiritual Growth	3
CHMN/AFTR 755 Families in African Society	3
MSSN 751 Contextualization and Mission	3

Summary of Total Credit Hours/Lecture Hours/Contact Hours/Units Required for Graduation

Area	Total Credit Hours	Lecture Contact Hours	Student Workload Outside Lecture Hours	Units Required for Graduation
Core courses	18	288	2700	18
Common Courses	12	192	1,800	12
General Seminary/ Research Courses	06	96	900	06

Dissertation	9	-	-	09
TOTAL	45	768	5,400	45

Courses Taken by Semester

The courses to be taken by semester for regular students are as follows:

Table 16. Course Scheduling by Year and Semester

YEAR I – SEMESTER I				
	Course Code	Course Title	Credits	Lecturer:Student Workload Ratio
Common Courses	CHMN 703	Theology and Practice of Leadership	3	48:144
	CHMN 706	Spiritual and Theological Foundations for Ministry	3	48:144
	AFTR/MSSN 721	Seminar in African Traditional Religions	3	48:144
	GSEM 608	Advanced Methods of Teaching Bible	3	48:144
	TOTAL		12	192:576
YEAR I – SEMESTER II				
Common Courses	Course Code			
	GSEM 754	Dissertation Research Methods and Proposal Seminar	3	48:144
	CHMN 735	Ethical/Moral Formation for Leadership in Africa	3	48:144
	CHMN756	Seminar in Applied Theology Methods	3	48:144
	MSSN/CHMN 785	Biblical Foundations for Ministry and Mission	3	48:144
			12	192:576
Core Courses		YEAR II – SEMESTER I		

Chaplaincy	CHMN 725	Advanced Chaplaincy Competencies and Ethical Issues in Chaplaincy	3	48:144
	CHMN 739	Clinical Issues in Care and Counselling	3	48:144
	CHMN 757	Professional Formation in Chaplaincy Ministry Clinical Issues in Care and Counselling	3	48:144
	CHMN 771	Theory & Research in Chaplaincy	3	48:144
			12	192:576
Church, African Society and Mission	CHMN 712	The Church, Its Mission, and the African Society	3	48:144
	MSSN 731	Cultural and Religious Analysis	3	48:144
	MSSN 741	Mission Strategy Development	3	48:144
	CHMN 751	The African Church and Social Issues	3	48:144
			12	192:576
Church Leadership and Administration	CHMN/LEAD 743	Leadership in Cross-Cultural Perspectives	3	48:144
	CHMN/LEAD 753	Leadership and Spirituality	3	48:144
	CHMN/LEAD 763	Advanced Leadership Competencies	3	48:144
	CHMN/LEAD 783	Leading and Managing the Church Organization	3	48:144
			12	192:576
Discipleship and Biblical Spirituality	CHMN 727	The Personal Practice of Biblical Spirituality	3	48:144
	CHMN 737	Church Growth and Discipleship in the Urban Church	3	48:144
	CHMN 740	Mentoring for Discipleship and Spiritual Growth	3	48:144

	CHMN 761	Corporate Ministry for Discipleship and Biblical Spirituality	3	48:144
			12	192:576
Evangelism & Church Growth	CHMN 715	Church and Church Growth Strategies in Africa	3	48:144
	CHMN 717	Perspectives on Mission and Church Growth Strategies	3	48:144
	CHMN 767	Formation of Evangelistic Strategy	3	48:144
	CHMN 787	The Mission-Oriented Church	3	48:144
			12	192:576
Evangelism & Church Growth (Urban Mission)	CHMN 721	Church Growth and Discipleship in Africa	3	48:144
	CHMN 769	Strategies for Urban Mission	3	48:144
	CHMN 722	Urban Church Leadership or Contextualized Discipleship	3	48:144
	CHMN 781			
	CHMN 789	The Church in the City	3	48:144
			12	192:576
Marriage and Family	CHMN 745	The Family: Building Communities of Caring and Hope	3	48:144
	CHMN 754	Professional Issues in Marriage and Family Therapy	3	48:144
	CHMN 765	Human Sexuality	3	48:144
	CHMN 775	Parenting, Education and Guiding	3	48:144
				12
Pastoral Care and Counselling	CHMN 719	Cultural and Contextual Dimensions of Pastoral Counselling	3	48:144
	CHMN 729	Professional Development in Pastoral Care	3	48:144

	CHMN 749	The Pastor as a Person and Caregiver	3	48:144
	CHMN 759	Pastoral Care and Counselling	3	48:144
			12	192:576
Word, Worship and Liturgy	CHMN 742	Preaching the Literary Forms of the Bible	3	48:144
	CHMN/AFTR 773	Word and Liturgy in an African Context	3	48:144
	CHMN 774	Advanced Homiletical Competencies	3	48:144
	CHMN 780	Spiritual Nurture and Religious Education	3	48:144
			12	192:576
Youth and Young Adult Ministry	CHMN 720	Current Issues in Youth Ministry	3	48:144
	CHMN 750	Counselling Youth and Young Adults	3	48:144
	CHMN 760	Advanced Youth Ministry	3	48:144
	CHMN/LEAD 770	Youth Ministry Leadership	3	48:144
	TOTAL		12	192:576
	Total Credits and Contact Hours par Programme Emphasis		36	576:1,728
Common	Course Code	YEAR II – SEMESTER II		
	GSEM 795	DMin Dissertation	9	
		YEAR III – SEMESTER I		
		YEAR III – SEMESTER II		
	Total Credits per Emphasis		45	

PHD IN BIBLICAL AND THEOLOGICAL STUDIES

Introduction

The PhD programme is solidly based on the Seventh-day Adventist philosophy of wholistic education, emphasizing the effective integration of faith and learning. The programme implements the curriculum with three core values: integrity, respect and love. These core values provide students with the tools to meet the demands of complex and changing church, business and surrounding environments.

The foundations of the PhD programme are built on the basic principles taken from Scripture and world-class resources concerning the specializations of the given programme. It will promote sound methods of biblical, historical, missiological, theological and philosophical scholarship and spread these principles through publications, lectureships, conferences, and symposiums. This will equip the reflective practitioner and ground his/her knowledge to African realities without neglecting the competencies needed for global scholarship. As the final result will be graduates, who are contextually relevant and globally functional. Such graduates will be able to share effective academic leadership on the local level in their communities and countries.

Objectives of the Programme

It is envisaged that the programme will provide skilful graduates to fill the existing scholarship gap within the continent of Africa. Students will be introduced to key elements and aspects, characteristic to the academic research, which can inject a new vision for local, national and global scholarship.

The programme is to apply biblical, historical, educational, linguistic, theological, philosophical, ethical, missiological, pastoral, and evangelistic instruction to the academic research in the educational context. Practical scholarly experience is a vital part of this programme.

The specific goal of the PhD programme is to develop highly educated and committed lifelong scholars, who possess the right knowledge, the ethical values, communication competence and relational skills, independent academic research competences; who know how to use appropriate biblical methodologies, analyse and present findings that may advance knowledge and mission, and analytical thinking so that they may contribute effectively to various educational institutions operated by the Adventist Church in Africa and globally as well as provide services as may be needed in the larger society.

Expected Learning Outcomes of the Programme

The PhD programme will enable students to develop competencies in Biblical studies, church history and systematic theology, world missions as well as servant leadership skills required for any scholar.

In harmony with both the above-mentioned goal, the student, upon completion of the programme will be able to:

- a. Critically evaluate biblical, theological and theoretical principles, which undergird academic scholarship concerning all research aspects.
- b. Establish and utilize sound methods of biblical, historical, missiological, theological and philosophical scholarship and spread these principles through publications, lectureships, conferences, and symposiums.
- c. Reconstruct the historical backgrounds of the Old and the New Testament and see God's working in dealing with His people and how he/she fits in that overall picture.
- d. Clearly identify a foundational platform on which to prepare teachers-scholars and leaders in focused theological fields of study with an appropriate contextual worldview, for the Seventh-day Adventist Church its institutions of higher learning in Africa and around the world.
- e. Utilise skills and competencies to teach in areas of expertise, and initiate and foster a constructive dialogue and relations with other academic communities and develop an informed global consciousness through various outreach and service programmes.
- f. Analyse the nature and content of research methodology and employ same for biblical-theological, missiological and historical studies for usefulness to church, society, and global community

Admission requirements

- a. A Master of Arts in Biblical and Theological Studies, Master of Divinity and Master of Arts in Missiology (or their equivalents) with a minimum of 42 semester credits and a minimum Cumulative Grade Point Average (CGPA) of 3.33 (on a 4-point system). This is B grade or 60% and above in the Kenya University grading system. However, in some cases, selected core courses may be required as programme prerequisites/bridging courses.
- b. Successful completion of at least six (6) credits of coursework in research at the postgraduate level. This requirement is in addition to the completed and accepted thesis/project done at the postgraduate level.

- c. Present a proof of having successfully taken Intermediate biblical Hebrew and Greek grammar and syntax in the Masters transcript during a period of maximum 6 years prior to applying to the PhD programme. Alternatively, the applicant must demonstrate proficiency in biblical Hebrew and Greek languages either by challenge examinations or by taking courses in Hebrew and Greek language as prerequisites.
- d. A minimum of 4-full years of relevant work/church ministry experience.
- e. A statement of purpose, career goals and commitment to academic excellence is required. This statement should be a maximum of five (5) pages, typed, double-spaced. It should be submitted together with the other application materials.
- f. Three letters of recommendation are to be submitted with the application materials:
 - One professional recommendation
 - One academic recommendation
 - One character recommendation
- g. Meet any other requirement as shall be determined by the Graduate Admission Committee of the Seminary.

Prerequisites

Applicants with other degrees in Religious Studies/Religion/Theology (such as the MA in Pastoral Theology or Pastoral Studies and their equivalents) shall be required to take appropriate number of prerequisites, as shall be determined by the PhD programme Committee.

Applicants must present the thesis written for that master's programme for evaluation of research and writing skills. In case the previous university did not require a written thesis for the master's programme, the applicant must demonstrate research and writing abilities by presenting an acceptable 80-page research paper as a thesis equivalent.

Areas of Specialization:

Each PhD in Biblical and Theological Studies candidate will choose one area of specialization from the following:

- Biblical Studies
 - Old Testament Studies
 - New Testament Studies

- Theological-Historical Studies
 - Theological Studies
 - Historical Studies
- Applied Theology
 - World Mission

Cognates

In addition to a specialization, students could choose a cognate from a different field of study as follows:

Biblical Studies

- Old Testament Studies
- New Testament Studies

Theological-Historical Studies

- Theological Studies
- Historical Studies

Applied Theology

- Church Ministry
- World Mission

Phases and Completion of the Programme

There are three phases to the PhD degree. The programme has in total 64 semester credits structured as follows:

Coursework – 48 credits, 33 in a chosen area of concentration, 9 in a cognate area, and two other 3-credit courses – GSEM 929 Course Development and Teaching Practicum and GSEM 954 Dissertation Proposal Seminar.

Comprehensive Exams –5 exams, taken after coursework is complete - 0 credits.

Comprehensive exams are counted for study load purposes as equivalent to 6 credits.

Preparation represents 3-5 months of study for the examination. Four 6-hour examinations will be taken in the specialization area, and on 6-hour examination in the cognate.

Comprehensive examinations are normally given one each week over five weeks.

The dissertation is 16 credits and typically takes 1-2 years to write.

Additional time must be taken into consideration if a student needs to complete prerequisites before entering the programme including meeting Biblical Languages and English language proficiency requirements.

For students on a regular status, **the time required to complete the programme shall be a minimum of four academic years or eight semesters** (Course work without prerequisites is about 24 months. Preparation for comprehensive exams: 4 – 6 months. Dissertation writing about 18-24 months).

Graduation Requirements

In order to graduate, a student is required to:

- a. Successfully complete the required number of semester credits (Total of 64 credits, which includes 48 credits for a course work).
- b. Pass all core courses with a minimum of a B grade
- c. Maintain a minimum cumulative of 3.33 (on the 4.0 scale).
- d. Pass comprehensive examinations.
- e. Publish and provide evidence of at least two articles in referred journals.
- f. Successfully completed, submitted, and defended the PhD Dissertation.

Classification of Degrees is not applicable to this terminal degree programme.

Description and Rationale of Dissertation Requirements

The culmination of the PhD programme is the dissertation that demonstrates the student's mastery and integration of theory and application gained during his/her studies. The research work takes the form of a theological-exegetical study, analytical or philosophical, conducted by the student relevant to the programme. The dissertation must constitute a definite contribution to knowledge. So, after the residency phase of the programme and the student had passed his or her Comprehensive Examination, the school will verify if the student possesses the requisite skill, aptitude, and knowledge to pursue a PhD dissertation research work which constitute 16 credits in the curriculum. This is done through series of colloquium organized by the university. The dissertation proposal represents the student's first attempt at seriously explaining what he/she proposes to do as he/she undertakes the research work.

The proposal is written in consultation with faculty supervisor which must be approved by the Dissertation Committee of the programme.

The dissertation must conform to University regulations and specifications with regard to format and method of preparation, which are found in the *AUA Standard for Written Work*. This document can be found on the AUA website under the “Selected Regulations and Procedures for PhD Dissertation.”

Regulations for Comprehensive Examinations

Overall Factors

- a. Eligibility:* A student must complete the minimum course requirements (48 credits) before taking the comprehensive examinations.

- b. Scheduling:* Within a four-week period, the student must pass five comprehensive examinations that are scheduled according to the calendar provided by the PhD Programme’s Office. While examinations are generally proctored once a week, students may arrange, when applying for comprehensive examinations, to take two examinations per week. All requests should be in writing. Comprehensive examinations are generally given twice yearly during the last and the first semesters.

- c. Purpose:* The comprehensive examinations assess the student’s proficiency in major and cognate areas of study, familiarity with pertinent literature, and powers of analysis and criticism.

- d. Areas:* Of the five comprehensive examinations, four cover the major area of concentration and one is in the cognate area. In the major area, the student is naturally expected to demonstrate greater proficiency than in the cognate area.

Application for Comprehensive Examinations and Advancement to Candidacy

Students must apply to take their comprehensive examinations no later than the beginning of the semester preceding the examinations. Once a student has successfully completed the comprehensive examinations, he or she is formally advanced to PhD candidacy by the PhD Committee. This status, of which the student is notified by letter from the Director of the PhD Programme, means that the student is regarded as qualified to write a PhD dissertation.

Format

At least three of the exams must be in the usual written format, each lasting between four and six hours. With agreement from the student, the student's Doctoral Committee, the examiner, and the PhD Programme Director, up to two comprehensive examinations may be given in the oral and/or take-home formats. The oral format requires the participation of a three-member examination committee and the PhD Programme's Director (or someone appointed by the Director), who chairs the committee, and lasts one to two hours. The take-home format calls for writing a research paper on an assigned topic in a maximum of one week and in accordance with the style required in "Adventist University of Africa Standards for Written Work."

Procedure for Planning the Comprehensive Examinations

By the end of the third semester of full-time coursework, the student and the Chair of his or her Doctoral Committee should begin the preparation work.

It is highly recommended that a student's examination preparation includes perusal of former comprehensive examinations in the PhD Programme's Office, by appointment with the Administrative Assistant. A student may request to type his or her comprehensive examinations on a computer supplied by the PhD Programme's Office for this purpose.

Evaluation of the Comprehensive Examinations

a. Exam Results: Comprehensive examinations are evaluated by those who have prepared them. Grading must normally be completed within seven days after the end of the examination period. The Director of the PhD Programme informs the student of the exam results, following the administration and evaluation of the last examination.

b. Oral Examinations: Following evaluation of all comprehensive examination, the examiner(s) may request that the student be required to take an additional oral examination of two hours or less as part of the comprehensive examinations. The Director of the PhD Programme or someone appointed by the Director arranges for and chairs the oral exam session, which is normally conducted within fourteen days after the last regular comprehensive examination is administered.

Students required to take oral examinations are permitted to look at (but not copy) the questions (but not answers) belonging to the relevant regular exams that they have completed.

- c. *Retakes:* Students who fail no more than two comprehensive examinations must retake them
- d. no earlier than three months and no later than nine months after taking the initial examinations. Students who fail three or more comprehensive examinations must repeat all five of them no earlier than six months and no later than twelve months after the initial examinations.

Any individual examination area may be retaken once. A second failure in the same subject results in termination from the PhD in Religious Studies programme.

Regulations for Dissertation

Refer to the Theological Seminary Research Protocol.

Curriculum

Course Requirements for PhD Programme (64 credits)

<p>General Seminary / Research Courses (22 credits)</p>	<p>GSEM 929 Course Development and Teaching Practicum (3 credits) GSEM950 Comprehensive Exams (0 credits) GSEM 954 PhD Dissertation Research Methods and Proposal Seminar (3 credits) GSEM 995 PhD Dissertation (16 credits)</p>
<p>Area of Concentration (33 credits)</p>	<p>Old Testament Studies Concentration (33 credits) New Testament Studies Concentration (33 credits) Theological Studies Concentration (33 credits) World Mission Studies Concentration (33 credits)</p>
<p>Area of Cognate Concentration (9 credits)</p>	<p>To choose one from other three concentrations</p>

Prerequisites:

Modern languages: 6 credits.

Biblical languages: up to 9 credits.

Area deficiencies: up to 16 credits at the Master’s level. This shall be determined according the areas of concentration, except for mission.

Time Frame:

A student should complete all language requirements by no later than the end of the third semester.

Language Requirements for Concentrations:

The following languages and their respective levels of proficiency include:

Languages and Their Respective Levels of Proficiency

Concentration	Intermediate Level	Advanced Level
Old Testament Studies	Aramaic (applied toward course requirements), NT Greek, and two of the following languages: German, French, or Modern Hebrew	OT Hebrew
New Testament Studies	OT Hebrew, French, and German	NT Greek
Theological Studies	OT Hebrew, NT Greek, German, and French	---
World Missions	OT Hebrew, NT Greek, and a relevant modern language other than English (approved by the student’s adviser and the Director of the PhD Programmes)	---
<p>Exceptions: If a student’s chosen area of specialization warrants modern languages in place of or in addition to French or German, these exceptions require approval by the PhD Programme Director and the PhD Committee.</p>		

Requirements for OT and NT Cognate:

A student who takes Old Testament or New Testament, as a cognate area, must demonstrate proficiency in intermediate level OT Hebrew or NT Greek, respectively.

Language Requirements:

Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Adventist University of Africa and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as required are taken as part of the area of concentration. The language requirements are listed below.

Prerequisite:

Intermediate Old Testament Hebrew, Intermediate New Testament Greek, German and French.

Schedule of Meeting Language Proficiency Requirements.

All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program. Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the four areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Programme.

Distribution Table of Courses

Courses and their Codes

Courses in the PhD programme in Religious Studies have acronyms, which indicate the department where the course is housed:

- a. GSEM – General Seminary / Research Studies
- b. MSSN – World Mission Studies
- c. NTST – New Testament Studies
- d. OTST – Old Testament Studies
- e. THST – Theological Studies

Distribution of Courses according to concentrations below:

No	Course Title	Term Credit	Lecturer: Student Workload
Old Testament Concentration			
General Seminary / Research Courses (22 credits)			
1	GSEM 867 PhD Dissertation Research Methods and Proposal Seminar	3	48:144
2	GSEM 890 Course Development and Teaching Practicum		48:144
3	GSEM 950 Comprehensive Exams	0	
4	GSEM 995 PhD Dissertation	16	NA
Common Courses (15 credits)			
1	OTST 890 Study Tour of the Bible Land and Archaeology	3	48:144
2	OTST 848 Advanced Hebrew Grammar	3	48:144
3	OTST 861 Biblical Aramaic	3	48:144
4	OTST 862 Advanced Old Testament Exegesis: Ezekiel	3	48:144
5	OTST 880 Seminar in Textual Criticism	3	48:144
Core Courses (18 credits)			
1	OTST 885 Exilic Prophets	3	48:144
2	OTST 887 Biblical Wisdom Literature	3	48:144
3	OTST 882 Theology of the OT Eschatology	3	48:144
4	OTST 865 Historical Books	3	48:144

5	OTST 860 Theology of the Sanctuary			3	48:144
6	OTST 883 Seminar in the Doctrine of Creation			3	48:144
Cognate Concentration Courses, choose one (9 credits)					
	New Testament	Theological Studies	World Mission		
1	NTST 882 Advanced Studies in the Gospels	THST 860 Contemporary Theology	MSSN870 Mission Strategy Development	3	48:144
2	NTST 883 Seminar in NT Exegesis & Hermeneutics	THST 862 Biblical Eschatology	MSSN 874 Contemporary Issues in Mission	3	48:144
3	NTST 885 Exegesis: 1 & 2 Corinthians	THST 880 Seminar in Theological Issues	MSSN 880 Seminar in Social Sciences and Mission	3	48:144
Total:				64	768: 2,304
New Testament Concentration					
General Seminary / Research Courses (22 credits)					
1	867 PhD Dissertation Research Methods and Proposal Seminar			3	48:144
2	GSEM 890 Course Development and Teaching Practicum GSEM			3	48:144
3	GSEM 950 Comprehensive Exams			0	NA
4	GSEM 995 PhD Dissertation			16	NA
Common Courses (15 credits)					
1	OTST 800 Study Tour of the Bible Land and Archaeology			3	48:144

2	NTST 848 Advanced Greek Grammar			3	48:144
3	NTST 861 Reading LXX			3	48:144
4	NTST 862 Studies in Christian & Jewish Writings			3	48:144
5	NTST 880 Seminar in NT Studies and Methods			3	48:144
Core Courses (18 credits)					
1	NTST 850 Exegesis: 1 & 2 Corinthians			3	48:144
2	NTST 860 Theology of the Sanctuary			3	48:144
3	NTST 865 Pastoral Epistles			3	48:144
4	NTST 870 Prison Epistles of Paul			3	48:144
5	NTST 882 Advanced studies in the Gospels			3	48:144
6	NTST 883 Seminar in NT Exegesis & Hermeneutics			3	48:144
Cognate Concentration Courses (9 credits)					
	Old Testament	Theological Studies	World Mission		
1	OTST 850 Exilic Prophets	THST 862 Biblical Eschatology	MSSN 885 Contemporary Issues in Mission	3	48:144
2	OTST 870 Biblical Wisdom Literature	THST 887 Contemporary Theology	MSSN 887 Mission Strategy Development	3	48:144
3	OTST 883 Seminar in the Doctrine of Creation	THST 880 Seminar in Theological Issues	MSSN 880 Seminar in Social Sciences and Mission	3	48:144
Total:				64	768: 2,304

Theological Studies Concentration					
General Seminary / Research Courses (22 credits)					
1	GSEM 867 PhD Dissertation Research Methods and Proposal Seminar			3	48:144
2	GSEM 890 Course Development and Teaching Practicum			3	48:144
3	GSEM 950 Comprehensive Exams			0	NA
4	GSEM 995 PhD Dissertation			16	NA
Common Courses (15 credits)					
1	THST 847 Biblical and Theological Hermeneutics			3	48:144
2	THST 861 Principles and Methods of Theology			3	48:144
3	THST 862 Biblical Eschatology			3	48:144
4	THST 880 Seminar in Theological Issues			3	48:144
5	THST 881 History and Theology of Ecumenism			3	48:144
Core Courses (18 credits)					
1	THST 855 Early Christian Theology			3	48:144
2	THST 860 Contemporary Theology			3	48:144
3	THST 863 Doctrine of God			3	48:144
4	THST 870 Protestant Theological Heritage			3	48:144
5	THST 882 Human Nature and Destiny			3	48:144
6	THST 883 Seminar in Systematic Theology			3	48:144
Cognate Concentration Courses / Electives (9 credits)					
	Old Testament	New Testament	World Mission		
1	OTST 850 Exilic Prophets	NTST 850 Exegesis: 1 & 2 Corinthians	MSSN 874Contemporar	3	48:144

			y Issues in Mission		
2	OTST 870 Biblical Wisdom Literature	NTST 882 Advanced Studies in the Gospels	MSSN 870 Mission Strategy Development	3	48:144
3	OTST 883 Seminar in the Doctrine of Creation	NTST 883 Seminar in NT Exegesis & Hermeneutics	MSSN 880 Seminar in Social Sciences and Mission	3	48:144
Total:				64	768: 2,304
World Mission Concentration					
General Seminary / Research Courses (22 credits)					
1	867 PhD Dissertation Research Methods and Proposal Seminar			3	48:144
2	GSEM 890 Course Development and Teaching Practicum GSEM			3	48:144
3	GSEM 950 Comprehensive Exams			0	NA
4	GSEM 995 PhD Dissertation			16	48:144
Common Courses (15 credits)					
1	MSSN 830 Cross-Cultural Leadership Development			3	48:144
2	MSSN 870 Mission Strategy Development			3	48:144
3	MSSN 872 Contextualization			3	48:144
4	MSSN 880 Seminar in Social Sciences and Mission			3	48:144
5	MSSN 881 Urban Missions			3	48:144
Core Courses (18 credits)					

1	MSSN 860 Witnessing to Animistic Religions			3	48:144
2	MSSN 869 Research Methods in Mission and Ministry			3	48:144
3	MSSN 874 Contemporary Issues in Mission			3	48:144
4	MSSN 875 Anthropology for World Mission and Ministry			3	48:144
5	MSSN 882 Islamic Culture and Society			3	48:144
6	MSSN 883 Seminar in Theology of Mission			3	48:144
Cognate Concentration Courses / Electives (9 credits)					
	Old Testament	New Testament	Theological Studies		
1	OTST 850 Exilic Prophets	NTST 850 Exegesis: 1 & 2 Corinthians	THST 860 Contemporary Theology	3	48:144
2	OTST 870 Biblical Wisdom Literature	NTST 882 Advanced Studies in the Gospels	THST 862 Biblical Eschatology	3	48:144
3	OTST 883 Seminar in the Doctrine of Creation	NTST 883 Seminar in NT Exegesis & Hermeneutics	THST 880 Seminar in Theological Issues	3	48:144
Total:				64	768: 2,304

Structure and Duration of the Programme

The duration of the programme can be best measured in semester credits: A minimum of 9 semester credits for each concentration. Fulltime students would take 3 academic years to complete the classwork, pass comprehensive exams, and start working on the dissertation.

Diligent students may complete the full cycle of their studies leading to conferment of the PhD degree within a period of four (4) years. However, students have a maximum of ten (10)

years to complete the degree from the date of first enrolment. Should extenuating circumstances preclude completion in the extended time frame, a petition may be filed through the Programme Director to the Dean of the Theological Seminary for consideration of an extension. The notion of quality adopted by AUA is ‘fitness for purpose’ which means that the university and its components and activities have quality if they conform to the purpose for which they were designed.

Structure and Duration of the Programme

The duration of the programme can be best measured in semester credits: A minimum of 9 semester credits for each concentration. Fulltime students would take 3 academic years to complete the classwork, pass comprehensive exams, and start working on the dissertation.

Diligent students may complete the full cycle of their studies leading to conferment of the PhD degree within a period of four (4) years. However, students have a maximum of ten (10) years to complete the degree from the date of first enrolment. Should extenuating circumstances preclude completion in the extended time frame, a petition may be filed through the Programme Director to the Dean of the Theological Seminary for consideration of an extension. The notion of quality adopted by AUA is ‘fitness for purpose’ which means that the university and its components and activities have quality if they conform to the purpose for which they were designed.

List of Programme Courses by Year and Semester

	OT Course Code/Title	NT Course Code/Title	Theology Course Code/Title	Mission Course Code/Title
Year 1, Semester 1				
	OTST 848 Advanced Hebrew Grammar (3)	NTST 848 Advan ced Greek Grammar (3)	THST 847 Biblical and Theological Hermeneutics (3)	MSSN 830: Cross-Cultural Leadership Development (3)
	OTST 850 Exilic Prophets (3)	NTST 850 Exegesis: 1 and 2 Corin (3)	THSTS 855 Early Christian Theology (3)	MSSN 860 Witnessing to

				Animistic Religions (3)
	OTST 860 Theology of the Sanctuary (3)	NTST 860 Theology of the Sanctuary (3)	THST 860 Contemporary Theology (3)	MSSN 869 Research Methods in Mission and Ministry (3)
Year 1, Semester 2				
Core Course	OTST 861 Biblical Aramaic (3)	NTST 861 Reading LXX (3)	THST 861 Principles and Methods of Theology (3)	MSSN 870 Mission Strategy Development (3)
	OTST 862 Advanced Old Testament Exegesis: Ezekiel (3)	NTST 862 Studies in Christian & Jewish Writings (3)	THST 862 Biblical Eschatology (3)	MSSN 872: Contextualization (3)
	OTST 865 Historical Books (3)	NTST 865 Pastoral Epistles (3)	THST 865 Doctrine of God (3)	MSSN 875: Contemporary Issues in Mission (3)
Year 2, Semester 1				
Common Research Course	GSEM 867 PhD Dissertation Research Methods and Proposal Seminar (3)	GSEM 867 PhD Dissertation Research Methods and Proposal Seminar (3)	GSEM 867 PhD Dissertation Research Methods and Proposal Seminar (3)	GSEM 867 PhD Dissertation Research Methods and Proposal Seminar (3)
Core Courses	OTST 870 Biblical Wisdom Literature (3)	NTST 870 Prison Epistles of Paul (3)	THST 870 Protestant Theological Heritage (3)	MSSN 875: Anthropology for World Mission and Ministry (3)

	OTST 880 Seminar in Textual Criticism (3)	NTST 880 Seminar in NT Studies and Methods (3)	THST 880 Seminar in Theological Issues (3)	MSSN 880: Seminar in Social Sciences and Mission (3)
Years 2, Semester 2				
Common Courses	GSEM 890 Course Development and Teaching Practicum (3)	GSEM 890 Course Development and Teaching Practicum (3)	GSEM 890 Course Development and Teaching Practicum (3)	GSEM 890 Course Development and Teaching Practicum (3)
Core Courses	OTST 800 Study Tour of the Bible Land and Archaeology (3)	NTST 800 Study Tour of the Bible Land and Archaeology (3)	THST 891 History and Theology of Ecumenism (3)	MSSN 881: Urban Missions (3)
Cognate Concentration Courses	Choose a course from one area: NT, Theology, or Mission (3)	Choose a course from one area: OT, Theology, or Mission (3)	Choose a course from one area: NT, OT, or Mission (3)	Choose a course from one area: NT, OT, or Theology (3)
Year 3, Semester 1				
Core Courses	OTST 882 Theology of the OT Eschatology (3)	NTST 882 Advanced studies in the Gospels (3)	THST 882 Human Nature and Destiny (3)	MSSN 882: Islamic Culture and Society (3)
	OTST 883 Seminar in the Doctrine of Creation (3)	NTST 883 Seminar in NT Exegesis & Hermeneutics (3)	THST 883 Seminar in Systematic Theology (3)	MSSN 883: Seminar in Theology of Mission (3)
Cognate Concentration Course	Choose a course from one area: NT, Theology, or Mission (3)	Choose a course from one area: OT, Theology, or Mission (3)	Choose a course from one area: NT, OT, or Mission (3)	Choose a course from one area: NT, OT, or Theology, (3)
Year 3, Semester 2				

Cognate Concentration Course	Choose a course from one area: NT, Theology, or Mission (3)	Choose a course from one area: OT, Theology, or Mission (3)	Choose a course from one area: NT, OT, or Mission (3)	Choose a course from one area: NT, OT, or Theology, (3)
Exams	GSEM 950 Comprehensive Exams (0)	GSEM 950 Comprehensive Exams (0)	GSEM 950 Comprehensive Exams (0)	GSEM 950 Comprehensive Exams (0)
Years 4				
Research Course	GSEM 995 PhD Dissertation (16)	GSEM 995 PhD Dissertation (16)	GSEM 995 PhD Dissertation (16)	GSEM 995 PhD Dissertation (16)
Cognate Concentration / Electives Courses (choose one)				
	OT	NT	Theology	Mission
Cognate Concentration Courses / Electives	OTST 850 Exilic Prophets (3)	NTST 850 Exegesis: 1 & 2 Corinthians (3)	THST 862 Biblical Eschatology (3)	MSSN 874 Contemporary Issues in Mission (3)
	OTST 870 Biblical Wisdom Literature (3)	NTST 860 Theology of the Sanctuary (3)	THST 860 Contemporary Theology (3)	MSSN 870 Mission Strategy Development (3)
	OTST 883 Seminar in the Doctrine of Creation (3)	NTST 883 Seminar in NT Exegesis & Hermeneutics (3)	THST 880 Seminar in Theological Issues (3)	MSSN 880 Seminar in Social Sciences and Mission (3)

SEMINARY COURSE DESCRIPTIONS

MASTERS DEGREE

GENERAL COURSES

GSEM 607 Documentary Research and Writing

3 Credits

This course is a study of the philosophy, methods, tools and techniques of documentary research, especially geared at developing a thesis or dissertation in academic programmes such as MABTS and PhD programmes. It also focuses on the techniques of developing a ministry project in Applied Theology areas such as Chaplaincy, Master of Divinity, Mission and Pastoral Theology programmes.

GSEM 608 Advanced Methods of Teaching Bible

3 Credits

This course is designed to broaden the instructional repertoire of Bible teachers interested in improving the teaching/learning process by combining an in-depth knowledge of the subject matter, an understanding of learning processes, decision-making abilities, human relations skills, and appropriate communication techniques into a unified act, resulting in enhanced learning for students. The course incorporates a workshop approach in which the power and usefulness of a variety of teaching models are examined, and which allows the application of specific teaching/learning strategies in a supportive environment.

GSEM 695 Pastoral Theology/MDiv Project

6 Credits

The report of a project completed for the MA in Pastoral Theology or Master of Divinity. The project will be practical in nature but must be grounded in appropriate research. The written report should be around 60-80 pages in length.

OLD TESTAMENT

OTST/NTST 520 Studies in Biblical Prophecy

3 Credits

This course is an inductive analysis and exposition course that explores the nature, role and function of Biblical prophets. It examines key Old Testament texts related to the prophecy. Issues of revelation and inspiration from biblical perspective are examined.

OTST 612 Biblical Hermeneutics**3 Credits**

A study of the science and art of Biblical interpretation involving an understanding of various presuppositions, guiding principles, and resultant methodology employed in the task of interpreting Scripture. The course seeks to develop sound (biblically-based; the sola Scriptura approach) principles of hermeneutics in interpreting Scripture by tracing the history and development of biblical interpretation within the Judeo-Christian tradition, including modern and post-modern methods of interpretation and their presuppositions. Using the grammatical-historical method of interpretation, the student will learn and apply the tools and methods of both general and special hermeneutics that are specific to the Bible. Further, an important component of this course is the application of these fundamental principles to selected portions of Scripture. It also emphasizes the practical application of biblical hermeneutical principles for personal spiritual experience and for preaching.

OTST 620 Old Testament Backgrounds**3 Credits**

This course provides a survey of the history, culture, literature, and religion of the ancient Near East from earliest times until the close of the Old Testament, with special attention to points of contact with the Old Testament.

OTST 682 Theology of the Old Testament**3 Credits**

Theology of the Old Testament studies major theological themes of the OT in the light of the literary, cultural, and historical contexts of ancient Israel. Tracing the birth and development of such concepts as God, humankind, covenant, sin, sacrifice, etc., and the implications these had on Christian theology is the main purpose of this course.

OTST 624 Seminar in Old Testament Theology: Pentateuch**3 Credits**

A seminar on the books of the Pentateuch emphasizing the authenticity, historicity, theological themes and Pentateuchal interpretation.

OTST/NTST 632 Biblical Archaeology**2-3 Credits**

A study of archaeological and ancient textual materials relating to the text of the Bible. A survey of ancient cultures, customs, languages, and rituals, as illuminated by archaeology, that throws light on biblical statements.

OTST 636 Principles and Methods of Old Testament Exegesis **3 Credits**

A formal introduction to the steps and tools for exegesis of the Hebrew text, including practice in exegesis of selected passages of the Hebrew Bible and the writing of an exegesis paper.

OTST/NTST 646 Studies in Biblical Exegesis **2-3 Credits**

Exegesis of selected biblical texts, with particular emphasis on a rigorous exegetical process.

OTST 665 The Pentateuch **3 Credits**

The Pentateuch represents the heritage of the three major religions in the world: Judaism, Islam and Christianity. Its narratives introduce us to God and His theocracy, to a nation and its understanding of the world, and most of all, to the interaction between God and his peoples as it is portrayed through the covenant agreement and the Law codes. This course is an in-depth study of Pentateuch with the emphasis on the social-historical context, message of the narratives, theological themes and their implications for Christianity.

OTST 667 Pre-Exilic Prophets **3 Credits**

This course explores the nature, function and message of the pre-exilic prophets such as Amos, Hosea, (Northern Kingdom), Isaiah, Jeremiah, Micah Nahum, Zephaniah, Habakkuk (Judah). Key texts are studied considering their literary context, as well as social, political, and historical frame. A close attention is given to prophetic message and their fulfillment in history as proof for their inspiration.

OTST 672 The Book of Daniel **3 Credits**

This course is an in-depth study of the book of Daniel. Special attention is given to the historical, political, social and literary contexts. Issues regarding apocalyptic literature are addressed and selected passages are studied vis-a-vis the course of history.

OTST 674 Exilic and Postexilic Prophets **3 Credits**

This course explores the nature, function and message of major exilic and postexilic prophets such as Ezekiel, Nehemiah, Haggai, Zechariah, Malachi. Key texts are studied considering their literary context, as well as social, political, and historical frame. A close attention is given to prophetic message and their fulfillment in history as proof for their inspiration.

OTST 695 Master of Arts Thesis

6 Credits

A Master's Thesis is an essay resulting in a substantive research that involves original collection or treatment of data and/or results in an area of Old Testament. The length of this work is between 65-90 pages.

NEW TESTAMENT

NTST 510 Studies in New Testament Document

3 Credits

The purpose of this course is to give an overview of the New Testament writings. Among the topics discussed are introductory and critical issues to each book of the New Testament, as well as issues of canon, interpretation, unity, and relevance.

NTST 612 Biblical Hermeneutics

3 Credits

The purpose of this course is to develop sound (biblically-based; the sola Scriptura approach) principles of hermeneutics in interpreting Scripture by tracing the history and development of biblical interpretation within the Judeo-Christian tradition, including modern and post-modern methods of interpretation and their presuppositions. It also emphasizes the practical application of biblical hermeneutical principles for personal spiritual experience and for preaching.

NTST 615 The Inter-testament Period

3 Credits

A survey of the history, chronology and literature of the inter-testament period and its relation to the study of New Testament history. Special attention is given to the life of Christ and the founding of the Christian church as informed.

NTST 620 New Testament Backgrounds

3 Credits

New Testament Backgrounds offers students an overview of historical, political, cultural and religious milieu of the time immediately prior and during the New Testament Era.

NTST 636 Principles and Methods of New Testament Exegesis

3 Credits

A formal introduction to the principles and tools for accurate exegesis of the Greek New Testament, including the study of text criticism, practice in exegesis of selected New Testament passages or book, and the writing of an exegesis paper.

OTST/NTST 632 Biblical Archaeology

2-3 Credits

A study of archaeological and ancient textual materials relating to the text of the Bible. A survey of ancient cultures, customs, languages, and rituals, as illuminated by archaeology, that throws light on biblical statements.

OTST/NTST 646 Studies in Biblical Exegesis

2-3 Credits

Exegesis of selected biblical texts, with particular emphasis on a rigorous exegetical process.

NTST660 Gospels

3 Credits

The purpose of this course is to enable students to understand the historical and critical issues in the study of the Gospels and to know the overall structure and interrelations of the four Gospels while able to identify the unique theologies of and accurately interpret passages within the Gospels. Furthermore, the course is to prepare students to share the Gospels with others.

NTST 664 Studies in Romans and Galatians

3 Credits

This course is intended to familiarize the students closely with the epistles to Romans and Galatians. Besides introductory issues the students will participate in a chapter-by-chapter exegetical study, interpretation and theological implication of the message of both epistles.

NTST 665 Studies in I Corinthians and II Corinthians

3 Credits

This course endeavours to familiarize the students closely with the two epistles to Corinthians. Besides introductory issues the students will participate in a chapter-by-chapter exegetical study, interpretation and theological implication of the message of both epistles.

NTST 666 Studies in Hebrews

3 Credits

Epistle to the Hebrews course is an in-depth study of theological message of the epistle at hand, with the use of historical, exegetical, and contextual methods.

NTST 670 The Book of Revelation

3 Credits

This course offers an in-depth study of the Book of Revelation. Although general apagogical issues such as literary genre, structure, schools and principles of interpretations are outlined. The course focuses on textual study with the view of preparing students for exposition of Revelation in both preaching and teaching.

NTST 682 Theology of the New Testament

3 Credits

This course aims at surveying New Testament theological themes within the framework of the various New Testament books as well as across the entire New Testament. A special focus is rendered to such themes as the unity and the authority of the New Testament, and the methodologies for doing New Testament theology.

NTST 695 Master of Arts Thesis

6 Credits

A Master's Thesis is an essay resulting in a substantive research that involves original collection or treatment of data and/or results in an area of New Testament. The length of this work is between 65-90 pages.

CHAPLAINCY

CHAP 611 Introductions to Chaplaincy Ministry

2 Credits

The course is an overview of the nature and history of chaplaincy ministry. It will examine the biblical and theological foundations of a ministry of presence, which often comprises the core of chaplaincy ministry. . Participants will also study the history and development of chaplaincy as a pastoral calling, along with an examination of its role and function in the church, community and professional world. Issues dealing with the personal spiritual formation of the chaplain are examined. The chaplain's identity, purpose, and ethical expectations will be discussed.

CHAP 614 Chaplaincy Formations

3 Credits

Chaplaincy formations will cover the nature of institutional chaplain ministries such as military, health-care, correctional, and campus chaplaincies, and explore their commonalities, distinctiveness, and expectations. It will significantly focus on an overview of the personal and professional life of a chaplain, general legal aspects of chaplaincy, and a chaplain's opportunities in the public arena. Students will be exposed to a local institution and asked to provide in-class reflection on the practicum using discussion, verbatim, and small group principles.

CHAP 620 Ministering in a Multi-Religious Context **3 Credits**

This course focuses on the role of the chaplain in a multi-religious context. Issues such as non-Christian religious worldviews, religious freedom and the chaplain as reconciler are examined.

CHAP 622 Chaplaincy Professional Ethics **3 Credits**

The purpose of this course is to inquire into the field of professional relations, dilemmas, and decision-making, within the context of Christian ethics. Emphasis is on ethics that is informed by the calling, identity and functions of the professional chaplaincy from a biblical Christian perspective. The course addresses issues such as integrity, loyalty, conflict of interest, and the ethics of persuasion and preaching.

CHAP 624 Clinical Training in Pastoral Care **3 Credits**

This course focuses on an intensive laboratory experience which provides the learner with pastoral conversations, clinical seminars, self-insights and individual as well as group supervision. This training enables the chaplain in training to develop effective pastoral care skills with which to minister in an institutional environment.

CHAP 630 Marriage and Family Counselling **2 Credits**

This course focuses on counselling techniques for marriage, assesses and addresses basic marital problems, and to understand and respond to typical family issues.

CHAP 631 Philosophy and Practice of Campus Chaplaincy **3 Credits**

This course explores in-depth the role of the chaplain and issues specific to campuses and educational institutions. Examines the vision, goals and implementation strategies for campus ministry through an understanding of campus behaviour, and mobilization of student leadership and teachers. The role of the chaplain as an advisor to institutional leadership with regard to religion, spiritual concerns, moral and ethical issues would be considered.

CHAP 633 Issues in Contemporary Youth Culture **3 Credits**

This course examines in-depth today's youth culture. It will examine the questions youths ask about such topics as parents, self-image, friendships, peer pressure, music, love, sex, dating, abuse, drugs, and teen violence and how to address them from a biblical perspective.

CHAP 635 Philosophy and Practice of Correctional Chaplaincy **3 Credits**

This course explores significantly the role of the chaplain specific to correctional institutions. Examines the vision, goals and implementation strategies for correctional chaplaincy and ministry through an understanding of organizational behaviour, and mobilization of leadership. The role of the chaplain as an advisor to institutional leadership with regard to religion, spiritual concerns, moral and ethical issues would be considered.

CHAP 637 Seminar in Correctional Chaplaincy **3 Credits**

The purpose of this course is to examine some of the social issues and violence that may have led to incarcerations and how they influence life and ministry in correctional institutions.

CHAP 639 Health Ministries and Chaplaincy **3 Credits**

The purpose of the course is to prepare chaplains to understand the relationship between health and healing and ministering to those in health institutions. It examines the vision, goals and implementation strategies for health ministry through an understanding of institutional behaviour, and mobilization leadership. The role of the chaplain as an advisor to institutional leadership with regard to religion, spiritual concerns, moral and ethical issues would be considered.

CHAP 641 Mental Health and Spirituality **3 Credits**

The course explores the interrelationship between spirituality and mental health. It examines the understanding of the term 'spirituality' in the context of various religious traditions and studies the healing effects both of spirituality and/ or religious traditions.

CHAP 643 Philosophy and Practice of Military Chaplaincy **3 Credits**

This course explores significantly the role of the chaplain specific to military and para-military institutions. It examines the vision, goals and implementation strategies for military and para-military chaplaincy and ministry through an understanding of organizational behaviour, and mobilization of leadership. The role of the chaplain as an advisor to institutional leadership with regard to religion, spiritual concerns, moral and ethical issues would be considered.

CHAP 645 Context and Culture of Public Arena Chaplaincy **3 Credits**

Examines opportunities and expectations for ministering to an inter-faith and cross-generational constituency. Focus is given to structuring the chaplain's functions and ministry in a variety of situations, locations, and people groups.

CHAP 650 Children, Youth and Young Adults Ministry **3 Credits**

This course acquaints students with the opportunities for ministry to children, youth and young adults in the context of an educational institution. It proceeds examine how to formulate, implement and evaluate comprehensive ministry approach for specific age group, culture, and situation.

CHAP 652 Chaplaincy and Justice **3 Credits**

This course examines the role of justice administration in society. Next focus is on how to assist convicts in accepting and coping with incarcerations. Further, ministry to ex-convicts as they cope with the difficult challenges of re-entry into society is considered. Lastly, the course will look at the challenges of ministering to the families and children of incarcerated persons during and after incarcerations.

CHAP 654 Clinical Training in Spiritual Care **3 Credits**

This course is designed to investigate the theoretical and clinical aspects of spiritual care in the exploration of a theological understanding of health and illness. Cases are examined to learn the theoretical foundations and practical skills needed to provide spiritual care.

CHAP 656 Seminar in the Military Chaplaincy **9 Credits**

The course is designed to enable the students understand issues such the governmental, legal and military expectations and protocol in planning and implement ministries that work effectively in the chaplaincy context.

CHAP 668 Worship, Homiletics and Healing **3 Credits**

The role of worship in healing would be examined in this course. Emphasis shall be placed on helping the chaplain prepare, lead and explore worship as a process of healing.

CHAP 672 Crises and Grief Counselling **2 Credits**

This is designed to focus on understanding and identifying the process and progress of dealing with loss. Further, how to guide a person through the grief process so that the loss

would be considered. Special attention will be given to anger, depression, anxiety, and social withdrawal, along with loss of hope and faith.

CHAP 674 Care of the Bereaved and Dying **3 Credits**

The purpose of this course is to examine the biblical, theological, cultural, religious, relational, and psychological aspects of dying and death and providing and the bereaved emotional and spiritual support.

CHMN 669 Chaplaincy Internship **0 Credits**

Students would be required to engage in a supervised cumulative six weeks internship in their specific area of chaplaincy interest. The total hours required for this internship is 240.

CHAP 674 Chaplaincy Internship **0 Credits**

Students would be required to engage in a supervised cumulative six weeks internship in their specific area of chaplaincy interest. The total hours required for this internship is 240.

CHAP 679 Topics in Chaplaincy **3 Credits**

This course is a comprehensive study of selected topics on chaplaincy issues such as crisis situations, bio-ethics, end-of-life, infertility, HIV (AIDS), stem-cell, adult psychological needs, pornography, suicide prevention.

CHAP 695 Chaplaincy Project/Thesis **6 Credits**

This is preferably a report of practical chaplaincy project carried out by the student demonstrating his understanding of the whole process and meaningful contributions to the practice of chaplaincy. Its length shall be 60-80 pages.

CHURCH HISTORY AND CHRISTIAN PHILOSOPHY

CHIS 604 Methods in Church History, Historical and Systematic Theology **3 Credits**

An orientation of theological tradition, movement and doctrine throughout the history of Christianity.

CHIS 610 History of the Early and Medieval Church **3 Credits**

This course overviews the development of the Christian Church from the apostolic times to the end of the Middle Ages. Special attention is offered to the development of the church's

self-understanding of its nature and mission, structure, persecution, relation with the state and the world, theology and liturgy. A special focus will be given to the development of the Church in Africa.

CHIS 575/675 The Life, Work, and Writings of Ellen G. White **3 Credits**

This course is designed to develop a philosophy and hermeneutic for interpreting the writings of Ellen G. White in the light of biblical and theological foundations for prophetic ministry.

CHIS 612 History of the Reformation **3 Credits**

An overview of the Christian Church from the Reformation to present times, including the Reformation and Counter-Reformation, development of denominationalism, the Enlightenment and its influence upon Christian thought, and the influence of changing worldviews upon theology. Emphasis is given especially to factors, which influenced the rise and development of the SDA Church.

CHIS 640 A History of Christianity in Africa **3 Credits**

This course is an investigation of the historical development and changing character of Christianity in Africa. Topics include the patterns of growth and the role Christian thought in the development of social cultural and economic values.

CHIS 645 History of Christian Denominations **3 Credits**

A survey of the rise of Christian denominations with emphasis on their origins, theology and philosophy of mission.

CHIS 668 Modern Trends in Ecumenism **3 Credits**

This course surveys the history and background of the search for ecumenical understanding among churches, and analyses the contemporary challenges and opportunities regarding the possibilities for unity and concord among the churches. It further examines interfaith relationships and its impact on mission and some denominations responses to ecumenism.

CHIS 675 History and Development of the Charismatic Movement and Pentecostalism
3 Credits

This course is designed to examine the history and development of the charismatic movement and Pentecostalism. Attentions given to their worldview, theological

underpinnings and how they have shaped theology and mission of Christian churches

CHIS 678 History of the Seventh-day Adventist Church in Africa **3 Credits**

An investigation of the history of the Seventh-day Adventist Church in Africa with particular emphasis on its establishment, development, challenges and prospects.

CHPP 505/605 History of Philosophy **3 Credits**

This course aims at offering an overview of the ancient, medieval, and modern Western philosophers and philosophical systems, with emphasis on the historical context, personal experience of the philosopher, and the implications of the various philosophical systems on the later development of philosophy, but also on Christian theology and history of humanity in general.

CHPH 675 Systematic Philosophy **3 Credits**

This course focuses on meta-philosophical analysis of selected philosophical problems and solutions. The methods of logical analysis and logical reconstruction are done within a biblical worldview.

CHPH 687 Philosophy of Religion **3 Credits**

Examines philosophical questions concerning religion such as the existence and nature of God, the problem of evil, faith versus knowledge, and mysticism. Further, the problem of religious language, and the works of Hume, Nietzsche, Marx, and Freud in respect to the relevance of religion are also examined.

CHIS 695 MA Thesis **6 Credits**

A Master's Thesis is an essay resulting in a substantive research that involves original collection or treatment of data and/or results in an area of Church History. The length of this work is between 65-90 pages.

CHURCH MINISTRY

CHMN 507 Biblical Preaching **3 Credits**

A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of effective biblical/expository sermons.

CHMN 518 Interpersonal Relational Skills **3 Credits**

This course leads students to examine the patterns of their own interpersonal relationships including the marital and family setting and beyond, and challenges them to emulate Christ's example as they interact with persons from all segments of society.

CHMN 531 Personal Evangelism **3 Credits**

This course teaches creating and conducting Bible studies that lead to conversion. Students will reflect on the discipleship process. Useful training will be given for doing visitation, initiating spiritual conversations, applying coaching skills, leading people to life transformation, and helping individuals remove faith barriers for sustained decision-making and assimilation.

CHMN 540 Pastoral Ministry and Church Policy **3 Credits**

This course deals with selected topics in the ministries and duties of the pastor in a church life and committee meetings.

CHMN 620 Conflict Management in the Church **3 Credits**

This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation.

CHMN 630 Church Leadership and Administration **2-3 Credits**

A study of leadership theory and practice from various disciplines, as well as from the biblical perspective. The course also studies the financial and administrative structures of the Seventh-day Adventist Church and recommends procedures for church administration.

CHMN 634 Youth Ministry **2-3 Credits**

An in-depth study of selected issues having to do with the spiritual development of youth from birth to thirty years of age, with primary emphasis on persons of high school age and

young adults. The course is designed to acquaint students with opportunities for ministry to and with young people in the church, school, and home, and provide the opportunity for them to develop plans and the skills needed to implement them.

CHMN 636 Nurture and Discipleship of New Believers**3 Credits**

This course will deal with nurturing personal relationship with God through involvement in various spiritual disciplines with the goal of developing new disciples of Christ. The students will learn practical teaching strategies focused on transformation of behaviour and spiritual values, taking into account the emphasis on teaching ministry in the Gospel Commission and Seventh-day Adventist Church.

CHMN 637 Pastoral Care and Counselling**3 Credits**

An intensive study of potential contributions of counselling to some of the more disturbing problems brought by members of a congregation to their pastors. Designed to enlarge the pastor's acquaintance with the therapeutic approaches of various referral agencies.

CHMN 639 Church Growth and the Equipping Pastor**2-3 Credits**

An examination of church growth principles with a special emphasis on the role of the pastor as an equipper of members for service and evangelism.

CHPH 643 Christian Professional Ethics**2-3 Credits**

An inquiry into the field of professional relations, dilemmas, and decision-making, within the context of Christian ethics. Emphasis is on ethics that is informed by the calling, identity and functions of the professional/ pastoral person from a biblical Christian perspective. The course addresses issues such as integrity, loyalty, conflict of interest, and the ethics of persuasion and preaching. In addition, ethical aspects of financial management, accountability, and responsibility are considered.

CHMN 646 Marriage and Family**2-3 Credits**

An examination of contemporary problems and issues relative to marriage and family within the African setting. The course also explores biblical, theological, psychological and sociological principles which inform marriage and family living with a view to develop pastoral tools for pre-marriage, marriage and family counselling.

CHMN 665 Principles and Procedures of Evangelism **3 Credits**

This course covers planning, budget building, church participation, advertising, audio-visual aids for evangelism, and approaches to personal and public evangelism.

CHMN 667 Health Ministry **2-3 Credits**

A study of the biblical and spiritual basis for health ministry, this course reviews also the physiological basis of health and the disturbances caused by disease. The course demonstrates practical examples of health ministry that focus on health concerns of importance in Africa.

CHMN 671 Wholistic Small Groups **3 Credits**

A thorough examination of various small groups showing their effectiveness and purposes in church ministry. Also explores the key principles of Holistic Small Groups, a major factor of Natural Church Development, as well as the importance of developing an effective equipping system to grow disciples into disciple-makers.

CHMN 680 Preaching from Selected Books of the Bible **2-3 Credits**

This is an advanced course in preaching which emphasizes the challenges and opportunities of working with--and preaching from--specific and carefully targeted books of the New Testament. It intentionally focuses on the development of practical strategies, methods, and skills in creating expository sermons from individual books of the New Testament.

CHMN 685 Issues in Ministry **2-3 Credits**

This course introduces students to selected church ministry issues of great importance in Africa. Topics include finances, ecumenical concerns, mystical powers and witchcraft, ministry, role and status of women, environmental concerns, singleness and single parenting, HIV/AIDS and health, urban conditions and Christian education.

LANGUAGES (BIBLICAL AND ISLAMIC)

OTST 550 Beginning Biblical Hebrew **3 Credits**

Beginning Biblical Hebrew is designed to lay the foundation toward a practical, working knowledge of biblical Hebrew so that the student can begin to accurately interpret the Old Testament in its original language. As with any language, interpretation of texts is a complex

process integrating several categories of knowledge and skills, e.g. morphology, syntax, and lexicography. The aim of this course is to equip the student with sufficient knowledge and skills allowing the student to move on to Intermediate Biblical Hebrew. Each student is expected and encouraged to develop the skills and ability of reading aloud from the Hebrew text with understanding, which is commensurate with the degree of difficulty found in the passage.

OTST 558 Readings in Hebrew Old Testament**3 Credits**

This course is a pre-requisite to OTST 626 Advanced Biblical Hebrew. Hebrew Readings in Hebrew Old Testament is designed to continue development of a practical, working knowledge of biblical Hebrew so that the student can accurately interpret the Old Testament in its original language. As with any language, interpretation of texts is a complex process integrating several categories of knowledge and skills, e.g. morphology, syntax, and lexicography. This includes vocabulary knowledge of Hebrew words used 100 times or more in the Hebrew Bible. Prerequisites: OTST 550 Beginning Biblical Hebrew, OTST 552 Intermediate Biblical Hebrew or their equivalent.

OTST 626 Advanced Biblical Hebrew**3 Credits**

This course guides students in developing advanced skills in Greek grammar and syntax as they inform New Testament exegesis with special reference to standard grammars and contemporary linguistic discussion.

OTST 651 Biblical Aramaic**3 Credits**

The purpose of this course is to guide the student into developing knowledge and skills in the grammar and syntax of Biblical Aramaic as an exegetical tool for portions of the Old Testament Scriptures that are written in this language.

NTST 550 Beginning Biblical Greek**3 Credits**

This course is a pre-requisite to NTST 558 Readings in Greek New Testament. Beginning Biblical Greek is an introductory course in Greek language, including topics in alphabet, vocabulary, and main grammar rules to prepare the students with a basic Greek Grammar that they may use in making a simple analysis of the New Testament in its original language. It is mainly designed as a prerequisite course for students in Biblical studies area.

NTST 558 Readings in Greek New Testament

3 Credits

This course is a pre-requisite to NTST 626 Advanced Biblical Greek. Given the significant role the New Testament writings have played and continue to play, in the life of the Christian Church, as well as in the wider Western society, mastery of the language in which they are written is a valuable tool in studying those scriptures, as well as the Septuagint. Greek Readings course aims to equip the students with adequate knowledge of Greek morphology and syntax in order to enhance their ability to engage in deeper and more extensive exegetical and hermeneutical study of scriptural and extra-canonical texts. This course assumes a working knowledge of the NTST 540 Greek Grammar. It is designed to follow the beginning Greek course or any other such course in which the fundamentals of the language's rudiments are taught.

NTST 626 Advanced Biblical Greek

3 Credits

This course guides students in developing advanced skills in Greek grammar and syntax as they inform New Testament exegesis with special reference to standard grammars and contemporary linguistic discussion.

ARBC 521 Introduction to Arabic

3 Credits

The course introduces the student to Arabic with an emphasis on developing oral, listening, reading, and writing skills.

ARBC 522 Intermediate Arabic

3 Credits

This course focuses on Grammar, syntax and reading skills in Arabic. The students are expected to reach greater proficiency in Arabic, including speaking, listening to and reading classical texts. Prerequisite: ARBC 521 or equivalent.

MISSION

AFTR 541 Foundations of African Philosophy

3 Credits

This is a foundational course on African Philosophy. It introduces the student to the worldview, metaphysics and epistemology of African peoples. Comparisons and parallels are examined between African and Western Philosophy. Repositories and expressions of African philosophy as expressed in social life, music proverbs and arts, response to crisis and other expressions are evaluated.

AFTR 640 African Culture and Religion**3 Credits**

The course is an investigation of African traditional cultures and religions (ATR) as well as challenges African cultures pose to Christian life in Africa. Topics to be covered include: the concept of culture, social groupings, ATR, characteristics of ATR, sources of ATR, African world view, basic values, religious leaders, mystical forces, African religious experience, ethics and morality, death and hereafter. Attention will also be focused on specific societies.

AFTR 650 African Theological Thought**3 Credits**

The course is a historical and theological analysis of the appropriation and integration of the Christian faith in Africa. It covers such topics as: Christianity and African cultural heritage, African Theological Development, Basic sources of African religious ideas, Christianity and Inculturation and guidelines for doing Christian Theology in Africa. The course includes a critique and evaluation of major African writers in the area of religion and theology.

AFTR 660 Topics in Christianity and African Traditional Religions**3 Credits**

The course is an analysis and evaluation of several major themes that challenge the interrelationship between Christianity and African Traditional Religions. It includes such topics as dual allegiance, funeral and burial customs and practice, demonic possessions and spiritual warfare, witchcraft, magic and spells, and a host of other issues. An attempt is made to define biblical faith and values as they apply to life values and practices covered by the topics.

AFTR 682 African Traditional Religion: Major Beliefs and Practices**3 Credits**

This course is designed to guide the student in an analytical evaluation of the rich heritage of African Religions. It examines the African worldview from different theories, both from the traditional African societies and from Western social science approaches. The course will also seek to examine how African religious traditions are a springboard for meaningful religious dialogue with Africans. What role does religion play in African society today?

ISLM 620 Introduction to Islam**3 Credits**

This course introduces the study of Islam in Africa in its historical and doctrinal aspects. Islam as a religion in Africa will be examined in the various ways through which it has interacted with its African believer. The course seeks to equip individuals who work in Muslim contexts with proper knowledge and understanding of Muslim life and worldview. The religious life of Muslims and the various Islamic role models, Family law (Shar'iah) and

its impact on women and the family, spirituality and tools for ministry among different genders is examined.

ISLM 625 Islamic Theology and Traditions

3 Credits

The course introduces the students to Islamic traditions and beliefs. It utilizes a three-fold approach: a study of the sacred texts of Islam, an examination of the fundamental doctrines derived from these texts, and an exploration of the history of various interpretations given to these texts and doctrines by major Muslim sects.

ISLM 632 Qur'an and the Bible

3 Credits

This course explores the Qur'an and its major themes in comparison to the biblical themes. It guides the student in identifying parallel themes and how they may be compared and contrasted. It includes the canonization of biblical literature compared to the development of the Qur'an and other Muslim sacred texts. Principles and methods of interpretation are compared in their historical development in the respective traditions.

ISLM 633 Biblical and Qur'anic Studies

3 Credits

This course provides students with the skills, which will enable them to share faith with Muslim people in a variety of contexts. It will also provide opportunities for further development in their understanding of the Qur'an and related Muslim sources and how to relate them to a Biblical and theological perspective.

ISLM 641 Christian-Muslim Relations in History

3 Credits

This course is an overview of the origins and development of Christianity and of Islam, exploring the dynamics of the historical, theological, and missiological interaction between the two religious bodies, from the inception of Islam to present. The course will give special emphasis to these developments on the African continent.

ISLM 645 Islam, Culture and Gender in African Society

3 Credits

This course examines the social system and practices in Islamic countries and its implications for mission. It includes Muslim morals and ideals, family life, Muslims festivals and celebrations, the religious life of Muslim women and the various Islamic role models, Family law (Shar'iah) and its impact on women and the family from a Missiological perspective, female spirituality, tools for ministry among Muslim women (including the methodology of

reading and interpreting cultural texts), and themes in tension within Islamic society from a missiological perspective.

ISLM 677 Christian-Muslim Dialogue**3 Credits**

Islam has established itself over the continent of Africa, and many Christians have Muslim neighbours. This course explores ways by which dialogue and witness may be shared in a manner that reflects understanding and respect. Through a better knowledge of the beliefs and values taught in the Quran, Christian neighbours may have greater confidence in talking to Muslims.

MSSN 525 Mission to the World**3 Credits**

This is a broad introduction to Christian world missions. Includes aspects of mission history, the theological foundations of mission, intercultural perspectives of mission service, contemporary theoretical thought about missions, and basic relationships to other faiths.

MSSN 529 Foundations of Cross-Cultural Ministry**3 Credits**

This course is designed to introduce the student to the complexities of ministry in cross-cultural settings. Worldview and socio-cultural issues related to applied mission's anthropology, intercultural communication, and contextualization will be addressed.

MSSN 600 The Church and its Mission**2-3 Credits**

A study of the theological foundations of mission and their actualization throughout the history of Christianity, with special focus on the Seventh-day Adventist current understanding and application worldwide, together with an evaluation of its impact.

MSSN 615 Anthropology for Mission and Ministry**3 Credits**

A study of the principles of cultural anthropology and their application to inter-cultural ministry. The roles of religion, worldview, social structures and economic environment are examined as they relate to the missionary enterprise.

MSSN 632 Theology of Mission**3 Credits**

The development of a theology of mission in light of God's mission in the present diverse world. Special attention will be given to grounding both the mission of the church and the work of missionaries in Scripture and in an Adventist eschatological perspective. A study of

the biblical foundations of mission, the nature of mission theology and some of its contemporary expressions.

AFTR/THST/MSSN 668 African Culture, Religion 3 Credits

The purpose of this class is to introduce the student to the interaction between religion and culture in African society.

MSSN 660 Topics in Mission 3 Credits

The study of one or more selected topics, such as African Initiated Churches (AIC), African Traditional Religions, Islam in Africa, Modern/ Postmodern Culture, and Megalopolises.

MSSN 677 History of Seventh-day Adventist Missions 3 Credits

The course is designed to survey the history of Adventist missions with emphasis on mission the principles and practices of Adventist mission.

MSSN 685 Principles and Practice of World Mission 3 Credits

This course is a concentrated study of mission theory and strategy, cultural perspectives of mission service, and basic principles of church growth.

MSSN 691 Principle of Contextualization 3 Credits

The purposes of this course are to examine the principles of contextualization, identify its relevance and distinguish it from syncretism. Special attention is given to the challenge of African Religions to Christianity.

MSSN 693 Power Encounter 3 Credits

Explores the biblical concepts of spiritual power as they relate to God, Christ, the Holy Spirit, angels, Satan and demons. It examines and clarifies the influence of African worldview in relating to these powers and proffers ways of bringing people from the fear and control of Satan to faith and commitment to God.

MSSN 695 MA Project 6 Credits

This is the report of a project completed for the MA in Mission Studies. The project will be practical in nature but must be grounded in appropriate research. The written report should be around 60-80 pages in length.

MSSN 751 Contextualization and Mission**3 Credits**

This course is an in-depth study of a selected number of contemporary theological issues and concerns vital to the life and mission of the Seventh-day Adventist church in Africa. Students will identify needs for contextualization elements in the mission, theology and worship, life and education, and even the organization and structure of the church.

THEOLOGICAL STUDIES**THST 600 Foundations of Christian Doctrines****3 Credits**

This course purposes to overview the foundational Christian doctrines such as the Doctrine of Revelation and Inspiration, the Doctrine of God, the Doctrine of Man, the Doctrine of Christ, and the Doctrine of Salvation in order to ascertain the theological common ground the Seventh-day Adventists share with other Christians.

THST 603 Seminar in Selected Theological Issues**3 Credits**

Supervised group study in specified area of theology. Repeatable

THST 605 Principles and Methods of Doing Theology**3 Credits**

This course studies the history, nature, function, purpose, methods, and practice of constructing theology as well as identifying the role of theology in the life of the Church, schools, and society.

THST 610 Revelation, Inspiration, and Hermeneutics**3 Credits**

This course discusses the biblical, historical, and theological aspects of the Christian doctrine of revelation and inspiration, focusing on their relation to knowledge and interpretation of truth. It also sets an epistemological ground for the way of doing theology.

THST 680 History and Doctrine of the Sabbath**3 Credits**

Historical development of the doctrine of the Sabbath and how it has influenced the Seventh-day Adventist Church.

THST 615 Theology of Creation and Human Suffering**3 Credits**

The course explores the theology of creation and the results of the Fall given rise to human suffering and evil as opposed to the purpose of God in creating and redeeming this world

THST 616 Doctrine of the Holy Spirit

3 Credits

This course aims at studying the biblical teachings and the general historical-theological discussions on the Doctrine of the Holy Spirit, with special focus on the deity, personhood, gifts, and work of the Holy Spirit, especially His work in the plan of salvation.

THST 618 Doctrine of Christ

3 Credits

A study of the unique person of Christ: His pre-existence and incarnation through the virgin birth; His divinity and humanity and the relationship between them; the meaning and implications of His life, death, and resurrection; His role in human salvation; and the Christian experience of salvation, focusing on the relationship between justification and sanctification.

THST 622 Doctrine of Salvation

3 Credits

A study of the Christian experience of salvation, focusing on the nature and consequences of sin, the meaning and means of salvation, and the relationship between law and grace, justification and sanctification.

THST 631 Adventist Theological Heritage

3 Credits

A study of doctrines in which the SDA Church offers relevant contributions to a theological understanding of the Bible, such as the mediatorial ministry of Christ in the heavenly sanctuary, the antitypical significance of the Day of Atonement, the pre-advent investigative phase of the judgment, the 3 Angels' Messages of Revelation 14, the eschatological remnant, the gift of prophecy, the unmasking of spiritualism, and the message of health reform.

THST 632 Doctrine of the Church

3 Credits

This course purposes to study Christian ecclesiology, both in the biblical and historical-theological dimensions, with special focus on such ecclesiological concepts as definitions, nature, privileges, responsibilities, organization, functions, and mission of the Church of the church; covenant; the visible and invisible church; and the Remnant Church and its identifying marks.

THST 660 Issues in Seventh-day Adventist Theology

2-3 Credits

A careful examination of key theological topics, with special attention given to issues that may be particularly relevant to the Seventh-day Adventist Church in Africa.

THST 662 Contemporary Theology

3 Credits

This course studies the major theological trends from the nineteenth- to twenty-first century, from liberalism to neo-orthodoxy, from higher/historical criticism to atheism, from European to African theology, paying special attention to reviewing the works, teachings, and influence of such creative theologians as Schleiermacher, Barth, Bultmann, and Brunner, Mbiti, through the prism Seventh-day Adventist theology.

THST 674 Development of SDA Theology and Lifestyle

3 Credits

The course traces the origin, and progressive modification of characteristic Seventh-day Adventist doctrine in such areas as the Sabbath, sanctuary, covenant, creation, typology, eschatology, atonement and righteousness by faith.

THST 678 Science and Religion

2-3 Credits

This course surveys areas of study in which science and religion interface, ways in which each discipline enhances our understanding of reality and ways in which the claims of each appear to run counter to the other. The claims of traditional Bible-based Christianity about the origin and history of life and the claims of science will serve as a case study from which principles and illustrations will be drawn.

THST 690 Seminar in the Doctrine of Creation

3 Credits

Supervised group study on contemporary issues on the doctrine of creation.

THST 695 MA Thesis

6 Credits

The Master's Thesis is an essay resulting in a substantive research that involves original collection or treatment of data and/or results in an area of Theological Studies. The length of this work is between 65-90 pages.

DOCTORAL COURSES

DOCTOR OF MINISTRY

COMMON DMIN COURSES

GSEM 608 Advanced Methods of Teaching Bible

3 Credits

This course is designed to broaden the instructional repertoire of Bible teachers interested in improving the teaching/learning process by combining an in-depth knowledge of the subject matter, an understanding of learning processes, decision-making abilities, human relations skills, and appropriate communication techniques into a unified act, resulting in enhanced learning for students. The course incorporates a workshop approach in which the power and usefulness of a variety of teaching models are examined, and which allows the application of specific teaching/learning strategies in a supportive environment.

CHMN/LEAD 703 Theology and Practice of Leadership

3 Credits

The course investigates principles and practices of effective Christian leadership. It includes theological reflection, literature review, theory, and practice application of learning in the context of professional ministry. Emphasis is placed on developing the leadership potential of the students and sharpening their skills in developing leaders from among those who are reached by their influence.

CHMN/MSSN 704 Seminar in Applied Theology Methods

3 Credits

This course is focused on a discussion and illustration of principles and methods of study and research in the fields of mission and ministry. A major paper is required, using selected methods from the discipline.

CHMN 706 Spiritual and Theological Foundations for Ministry

3 Credits

The course builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self-reflection and examination of life and belief.

AFTR/MSSN 721 Seminar in African Traditional Religions

3 Credits

A study of African traditional religious beliefs with its history and the development of effective strategies for Christian witness. A special focus will be played on the Christology among various tribes and Seventh-day Adventist understanding and application of mission and ministry.

CHMN 735 Ethical/Moral Formation for Leadership in Africa

3 Credits

A critical examination of economic and socio-cultural developmental challenges in Africa and their impact on the ethical formation of the people of God in Africa. This examination is done with a view to developing ethical leaders who facilitate on-going transformation in a responsible manner by drawing from the Judeo-Christian ethical heritage.

CHMN/MSSN 785 Biblical Foundations for Ministry and Mission

3 Credits

This course focuses on the study of the ministry and mission of God in both the Old and the New Testaments as applied to its biblical foundations and how these principles can be applied in theory and practice today. The course will look at the major themes and texts of the Bible concerning ministry and mission and will attempt to gain a deeper understanding on how these key principles can be successfully applied by the local church pastor today.

GSEM 754 Dissertation Research Methods and Proposal Seminar

3 Credits

The purpose of this course is to assist students in the completion of an acceptable Doctor of Ministry project/dissertation proposal based on a relevant, ministerial problem or challenge and to equip them with the tools necessary for developing and writing a project or dissertation

GSEM 795 DMin Dissertation

9 Credits

A DMin dissertation is professional Dissertation that integrates theological reflection, scholarly research and practical ministry. The Project/Dissertation contributes to the enhancement of ministry in the church.

CHAPLAINCY

CHMN 725 Advanced Chaplaincy Competencies and Ethical Issues in Chaplaincy

3 Credits

This course builds on the theories and practices of various sectors of chaplaincy at the master's level. Participants will focus and critically analyse selected issues in the practice of chaplaincy and evaluate higher competencies in Chaplaincy as a pastoral calling. Critical issues dealing with Chaplain-client relationships and care, institutional chaplaincy leadership and current ethical issues in professional practice of chaplaincy are also examined and evaluated from biblical perspective.

CHMN 739 Clinical Issues in Care and Counselling

3 Credits

This course covers instruction in theory and clinical skills within the context of spiritual care. It provides education in the following specialty areas: psychological and spiritual assessment, grief recovery, trauma, conflict resolution, and specific processes of disease such as HIV/AIDS, cancer, disability, and mental health issues. The course is prepared especially for chaplains of hospital, community, and healthcare organizations. Each course participant will integrate essential counselling skills and practices into their context of healthcare practice and demonstrate competencies in a portfolio of experience. Participants will share accountability for their development in peer groups that meet outside of the class period.

CHMN 757 Professional Formation and Practice in Chaplaincy Ministry

3 Credits

The purpose of this course is to provide an opportunity for students to explore their spiritual and professional growth while being leaders and chaplains in various capacities inside or outside the church setting. It also examines in more detail manner the unique chaplaincy settings, the environment and spiritual dilemmas and spiritual journey of those to whom a chaplain ministers to and how the chaplain ministers within this spiritual dilemmas and spiritual journey as well as brings the people to their point of need.

CHMN 771 Theory & Research in Chaplaincy

3 Credits

This course will provide students with an in-depth theoretical and practical study of significant impact on human life of spiritual, religious and cultural practices as well as values and beliefs. Students will do a research based on their work situation whether it is healthcare, military, prison, or campus ministries.

CHURCH AND AFRICAN SOCIETY

CHMN 712 The Church, Its Mission, and the African Society **3 Credits**

A critical examination of economic and socio-cultural developmental challenges in Africa and their impact on the ethical formation of the people of God in Africa. This examination is done with a view to developing ethical leaders who facilitate on going transformation in a responsible manner by drawing from the Judeo-Christian ethical heritage.

MSSN 731 Cultural and Religious Analysis **3 Credits**

Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission in Africa will be analysed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

MSSN 741 Mission Strategy Development **3 Credits**

The purpose of this course is to guide the student into an analysis and evaluation of the study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. It investigates principles, challenges, and practices of Christian leadership, emphasizing issues that make leadership in the context of church, education, and various cultural settings unique.

CHMN 751 The African Church and Social Issues **3 Credits**

The course explores the biblical and theological foundations for the church's moral and social engagements in the African community. It combines academic and theory and praxis with a biblically informed perspective on contemporary society, and equips students with the tools required for their responsible involvement in society as prophetic change.

CHURCH LEADERSHIP AND ADMINISTRATION

CHMN 743 Leadership in Cross-Cultural Perspectives **3 Credits**

This course is an in-depth exploration of leadership paradigms of the world as they draw from cultural dynamics of a people with a view to injecting Christian ethos as coordinating principles. The various paradigms are also examined in order to strengthen the church's attributes of unity in diversity.

CHMN/LEAD 753 Leadership and Spirituality**3 Credits**

The purpose of this course is to deepen participant's own spirituality, leading to enrichment of personal and family life and a greater commitment to ministry. Students will learn to understand the biblical model of leadership and to develop competencies contributing to the strengthening of an Adventist perspective of evangelism, mission, and ministry. Students will be trained to evaluate ministerial practices through theological reflection, aiding in the formation of a biblical model of servant leadership. They will also practice to use appropriate tools to analyse the needs of churches and communities, to facilitate more effective ministry and how to develop a global view of ministry.

CHMN/LEAD 763 Advanced Leadership Competencies**3 Credits**

Participants will advance in personal and theological reflection with integration of leadership principles. Systems thinking, organizational culture, human development theory, and ecclesiology will be investigated in the context of the church and leadership. The course will also pursue further development and application of essential leadership practices. Practical focus on administrative skills will be initiated. Nurture advanced biblical and theological reflections rooted in the tradition of the faith community and enhance competencies for wise servant leadership.

CHMN/LEAD 783 Leading and Managing the Church Organization**3 Credits**

Many African churches and denominational organizations present challenges in leadership, management, and administration. This course will deal with a foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching.

DISCIPLESHIP AND BIBLICAL SPIRITUALITY**CHMN 727 The Personal Practice of Biblical Spirituality****3 Credits**

Covers a historical view of those devotional practices outlined in Scripture, Ellen White and significant devotional writers that lead to Christian formation. It provides a praxis model of reflection upon and engagement with those spiritual practices and patterns of life that define who we are as disciples of Jesus.

CHMN 737 Church Growth and Discipleship in the Urban Church 3 Credits

The course researches inner city life with its many-faceted challenges and structures that affect church life. It also prepares students to impact the multiple systems that are required to make church growth and discipleship in a given city sustainable.

CHMN 740 Mentoring for Discipleship and Biblical Spirituality 3 Credits

This course is to equip students for assisting in the Christian formation and discipling of others through spiritual mentoring; to develop an understanding of how the age, temperament and developmental stage of a mentee helps to determine the most effective model for discipling. It is to integrate an understanding of a theology of mentoring for discipleship and spiritual formation, with the process and dynamics involved in the participants' personal spiritual growth and consequent modelling, mentoring and teaching roles within the context of family, church and community.

CHMN 747 Theological and Historical Perspectives on Spiritual Growth 3 Credits

This course examines the biblical and theological basis for spiritual life, discipleship and Christian experience as well as how this theology has been understood and experienced in the history of the church and the lives of believers. Critiques contemporary forms of spirituality to enable students to discern truth from counterfeit.

CHMN 761 Corporate Ministry for Discipleship and Biblical Spirituality 3 Credits

Explores constructs of corporate ministry that will enhance growth in Christian formation and discipleship within the context of the African church and wider community. A corporate life of outreach and ministry to others through loving and maturing relationships will be developed.

EVANGELISM AND CHURCH GROWTH

CHMN 715 Revivals and Church Growth Strategies in Africa 3 Credits

A study of leadership and management principles that apply in situations of rapid change of human institutions and their exponential numerical growth. The study of this nature is pursued in order to help inform strategies for facilitating wholistic and healthy growth

CHMN 717 Perspectives on Mission and Church Growth Strategies **3 Credits**

The purpose of this course is to build the spiritual and theological basis for ministry and mission and lead the student into a self-reflection and examination of life and belief that will be reflected in the written dissertation and practice of ministry.

CHMN 721 Church Growth and Discipleship in Africa **3 Credits**

This course researches inner city life with its many-faceted challenges and structures that affect church life. It also prepares students to impact the multiple systems

CHMN/LEAD 722 Urban Church Leadership **3 Credits**

This course examines the biblical foundation leadership and contemporary church leadership theories. It also examines the unique structures and cultures of urban church, identifies and analyses the challenges to church leadership in such settings. It then explores skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching in an urban setting.

CHMN 767 Formation of Evangelistic Strategy **3 Credits**

Provides reflection and experience in contemporary African personal, public and media evangelistic strategies as a basis for effective evangelistic leadership. Biblical and practical foundations for empowering people for ministry as well as factors and strategies for cell church growth are experienced.

CHMN 769 Strategies for Urban Mission **3 Credits**

The purpose of this course is to build the spiritual and theological basis for ministry and mission and in Urban cities. It examines and analyse the structures and cultures in the urban settings with a view to recognizing church growth challenges and opportunities. It further examines mission strategies for urban cities with view to leading the students into reflecting, acquiring skills that will be relevant to their ministry in Urban settings.

CHMN 781 Contextualized Discipleship **3 Credits**

This course is to equip students for assisting in the Christian formation and discipling of others through spiritual mentoring. It examines theology of mentoring for discipleship and spiritual formation, with the process and dynamics involved in the participants' personal spiritual growth and consequent modelling, mentoring and teaching roles within the context

of family, church and community. It then examines specific contexts in mission and church life and explores how people could be discipled and mentored in such settings.

CHMN 787 The Mission-Oriented Church**3 Credits**

This course identifies and examines theology and characteristics of the mission-oriented church. Biblical faithfulness in discipleship and mission priority on the congregational level are further examined. Case studies of successful African models for local church evangelism are explored.

CHMN 789 The Church in the City**3 Credits**

A critical examination of economic and socio-cultural developmental challenges in African cities and their impact on the ethical formation of the people of God. This examination is done with a view to developing ethical leaders who facilitate ongoing transformation in a responsible manner by drawing from the Judeo-Christian ethical heritage.

MARRIAGE AND FAMILY**CHMN 745 The Family: Building Communities of Caring and Hope****3 Credits**

The purpose of this course is to focus on the multifaceted family factors, which are important in the development of a strong family life within the African setting.

CHMN 754 Professional Issues in Marriage and Family Therapy**3 Credits**

A survey of human development tenets and traditional African rites of passage with a view to identifying principles that can be applied in building beautiful family cultures within the social quicksand of a rapidly changing Africa.

CHMN 765 Human Sexuality**3 Credits**

To help students see human sexuality from the theological, physiological, psychological, emotional, and social view points, and stress out the preventive measures for clergy sexual misconduct.

CHMN 775 Parenting, Education and Guidance**3 Credits**

A basic understanding of personal development, especially as experienced in childhood, is foundational for effective parenting practice. A focus of this course will be on

comprehension of the parenting role as a discipling caregiver and meeting children's needs at various stages. The primary focus of this course is acquiring basic understanding and comprehension, and then integrating these bases into a parenting education competency.

PASTORAL CARE AND COUNSELING

CHMN 719 Cultural and Contextual Dimensions of Pastoral Counselling 3 Credits

In this course, students will be engaged in exploration of various models of counselling, including insight-oriented, behavioural, relationship-oriented, and interpersonal. The study will have a particular emphasis on African cultural and contextual dimensions in a church setting.

CHMN 729 Professional Development in Pastoral Care 3 Credits

This course is designed to provide foundational skill for the ministry of pastoral care. It combines biblical principles with modern approaches to interpersonal relationships. Emphasis is given to developing the communication skills necessary for conflict resolution.

CHMN 749 The Pastor as a Person and Caregiver 3 Credits

This course addresses new understandings of the pastoral calling and task as the new times demand in the African society. Also, it addresses such issues as pastors under great pressure to be all things to all people; pastors who understand the Scriptures and are anchored in a theology of ministry that applies biblical truth to life; pastors who understand the changing needs of people and can minister to them with integrity and without engaging in fads that either compromise the gospel or weaken the calling of the church to worship and service.

CHMN 759 Pastoral Care and Counselling 3 Credits

An intensive study of potential contributions of counselling to some of the more disturbing problems brought by members of a congregation to their pastors. Designed to enlarge the pastor's acquaintance with the therapeutic approaches of various referral agencies.

WORD, WORSHIP AND LITURGY

CHMN 742 Preaching the Literary Forms of the Bible **3 Credits**

This course covers expository preaching from biblical literature, including historical narrative, NT epistles, and apocalyptic. Special attention will be given to collegial and inductive reflection on this unique challenges and opportunities within epistolary and apocalyptic biblical texts.

CHMN/AFTR 773 Word and Liturgy in an African Context **3 Credits**

An exploration of African cultural expressions that may enrich the proclamation of the Word of God and worship experience of the African Christian. Implications of thought and operation patterns that are drawn from current studies of left and right brain are considered.

CHMN 774 Advanced Homiletical Competencies **3 Credits**

An exploration of biblically-based theology and practice of preaching context that draws from Scripture, communication theory, African narrative theology, contemporary audience dynamics and inductive reflection. Special attention and emphasis will be given to developing skills for storytelling and connecting with contemporary media culture.

CHMN 780 Spiritual Nurture and Religious Education **3 Credits**

This course is designed to enable and equip the local congregational specialist with growth insights drawn from Scripture, spiritual theologians, African rites of passage, and developmentalists. The insights gained will be integrated as they bear upon human development, spiritual growth and on-going Christian formation.

YOUTH AND YOUNG ADULT

CHMN 720 Current Issues in Youth Ministry **3 Credits**

The African continent is rich with youth and young adults. Many of them are facing modern challenges, such as popular culture, inter-generational relationships, and many others. The purpose for this course is to provide students with the skill set and understandings in the area of youth ministry to such an extent that they can impact their local congregations and communities more powerfully for God.

CHMN 750 Counselling Youth and Young Adults

3 Credits

This course serves as a learning tool in ministry to younger and older adolescents, and young adults in their various life situations and crises. It fosters a comprehensive approach to these ministries, encouraging students to be open to the spiritual, emotional, psychological, social and physical challenges of youth and young adults.

CHMN 760 Advanced Youth Ministry

3 Credits

This course develops competence in assessing and exegeting the cultural needs in youth ministry with its nuances for more effective evangelism and discipleship in Africa. It builds on the knowledge of current issues in youth ministry with advancement to a greater depth.

CHMN/LEAD 770 Youth Ministry Leadership

3 Credits

Students will survey contemporary ministry practices to discern operational definitions of student leadership in specific context. They will subsequently explore related biblical principles, relevant historical events, issues in adolescent psychosocial development, and various researches in order to formulate a plan for the development of effective leadership in youth ministry.

DOCTOR OF PHILOSOPHY

GENERAL PHD COURSES

GSEM 890 Course Development and Teaching Practicum

3 Credits

The course furnishes PhD students with insights into the practice of using basic techniques, tools and procedures for meaningful instruction in the field of religion. In addition, it offers the student instruction and supervision in course development, teaching, and evaluation for this purpose.

GSEM 867 PhD Dissertation Research Methods and Proposal Seminar

3 Credits

This course intends to assist doctoral students in the preparation of a dissertation proposal to facilitate the transition from coursework to dissertation. Its goal is to apply cumulative understanding and skills to specific research situation. From the perspective of one's programme of study, however, this course poses a real test helping to make a realistic transition from coursework to dissertation. This course reviews the basic proposal

components, with particular emphasis on research design and developing of the literature review, dissertation format standards, etc.

GSEM 995 PhD Dissertation**16 Credits**

As the culmination of the PhD in Religious Studies program, each PhD student must write and defend (by oral examination) a doctoral dissertation in the student's field of specialization. The dissertation is the written culmination of the doctoral degree programme and it represents a contribution of original research to the chosen field of scholarly inquiry.

OLD TESTAMENT STUDIES**OTST 800 Study Tour of the Bible Land and Archaeology****3 Credits**

This is a guided tour of biblical sites of historical, geographical and archaeological interest in the countries surrounding the Mediterranean (Israel, Egypt, Greece, Italy, Jourdan, Turkey, Syria, etc.). The course combines travel with lectures to provide students with a rich, on-site learning experience. Countries to be toured will be announced. A major report is required.

OTST 848 Advanced Hebrew Grammar**3 Credits**

Advanced Biblical Hebrew Grammar is to reinforce the basic language competency gained in the intermediate Hebrew course by enforcing review of all grammar covered (vocabulary, verbs, parsing, morphology, syntax, etc.), strengthening the student's Hebrew vocabulary (down to words that occur 10 times in the Old Testament), and gaining sight-reading capabilities of large portions of the Hebrew Old Testament.

OTST 861 Biblical Aramaic**3 Credits**

The purpose of this course is to guide the student into developing knowledge and skills in the grammar and syntax of Biblical Aramaic as an exegetical tool for portions of the Old Testament Scriptures that are written in this language.

OTST 862 Advanced Old Testament Exegesis**3 Credits**

Advanced work on selected Old Testament passages, building on other courses in Old Testament exegesis.

OTST 880 Seminar on Textual Criticism

3 Credits

This is a textual criticism is the science of studying ancient manuscripts to determine the authentic text of the Bible. In addition, it involves detailed comparative textual examination of challenging Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts.

OTST 850 Exilic Prophets

3 Credits

This course explores the nature, function and message of major exilic prophets such as Ezekiel and Daniel. Key texts are studied considering their literary context, as well as social, political, and historical setting. A close attention is given to prophetic message and their fulfillment in history as proof for their inspiration.

OTST 870 Biblical Wisdom Literature

3 Credits

A study of the distinctive features of Hebrew wisdom literature in its ancient Near Eastern context. The course consists of a selected study of the Wisdom Books of the Hebrew Bible: Job, Proverbs, Ecclesiastes, and Song of Solomon concentrating on the historical setting, literary structure, genre, deep theological-exegetical analysis of the selected text.

OTST 882 Theology of the Old Testament Eschatology

3 Credits

A theological study of last-day events as presented in significant eschatological passages of the Hebrew Scriptures. The major focus of this course is a brief background introduction to the ANE contextual world of thought about the afterlife, along with a heavy emphasis upon what the Old Testament eschatology teaches about the kingdom of God and His Anointed Messiah.

OTST 865 Historical Books

3 Credits

This course consists of an in-depth exploration of the selected passages from the following Historical books: Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah, and Esther. As such, it provides a detailed look at roughly 1000 years in the life of God's people spanning post-exodus through the return from exile leading us all the way through the last Old Testament narratives prior to the birth of Jesus Christ.

OTST 860 Theology of the Sanctuary

3 Credits

This course deals with selected themes related to the doctrine of the Sanctuary in the context of Seventh-day Adventist theology and teaching. It is a theological-exegetical study of the

earthly and heavenly sanctuaries with special emphasis on the books of Genesis, Leviticus, Psalms, Ezekiel, Daniel, Hebrews, and Revelation.

OTST 883 Seminar on the Doctrine of Creation**3 Credits**

A study of current creation theories and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of various theories, models; their biblical, philosophical, and scientific foundations; and theological implications.

NEW TESTAMENT STUDIES**NTST 800 Study Tour of the Bible Land and Archaeology****3 Credits**

This is a guided tour of biblical sites of historical, geographical and archaeological interest in the countries surrounding the Mediterranean (Israel, Egypt, Greece, Italy, Jourdan, Turkey, Syria, etc.). The course combines travel with lectures to provide students with a rich, on-site learning experience. Countries to be toured will be announced.

NTST 848 Advanced Greek Grammar**3 Credits**

This is an advanced course in Greek grammar, syntax, and readings of the Greek New Testament. The student will gain an advanced knowledge of New Testament Greek Grammar and syntax for use in exegesis.

NTST 861 Reading in LXX**3 Credits**

This is a Greek reading course based on passages from the LXX and other non-biblical Greek literature around the time of the New Testament (Greek Literature, Inscriptions, Apostolic Fathers). The course aims to familiarize the students with the Grammar, syntax, and words used in these literatures for exegesis.

NTST 862 Studies in Christian and Jewish Writings**3 Credits**

This is a study of extra-biblical Jewish writings (Second temple period and rabbinic) which are relevant to the understanding of the New Testament. Topics include rabbinic writings, apocalyptic Jewish writings.

NTST 880 Seminar in New Testament Studies and Methods **3 Credits**

This is a course on advanced principles and methods of study, history, and research in the field of the New Testament.

NTST 850 Exegesis: 1 & 2 Corinthians **3 Credits**

This course is an exegetical study on Paul's epistles to the Corinthians. Theological and practical relevance of these epistles for society and the church life, mission and leadership will be highlighted.

NTST 865 Pastoral Epistles **3 Credits**

This course is an advanced expository study of the Pastoral Epistles (1 and 2 Timothy and Titus), with emphasis on interpretive problems, the theological and practical relevance of these epistles for society and the church life, mission and leadership. Particular issues in the Pastoral Epistles will be discussed.

NTST 870 Prison Epistles of Paul **3 Credits**

This course is an advanced expository study of the prison Epistles of Paul (Ephesians, Philippians, Colossians, and Philemon), with emphasis on interpretive problems, the theological and practical relevance of these epistles for society and the church life, mission and leadership. Particular issues in these Epistles will be discussed.

NTST 882 Advanced Studies in the Gospels **3 Credits**

An exegetical study of a selected Gospel with special focus on the historical, cultural archaeological and theological contexts.

NTST 860 Theology of the Sanctuary **3 Credits**

This course is a theological study of the heavenly sanctuary with special emphasis on the books of Hebrews and Revelation.

NTST 883 Seminar in New Testament Exegesis and Hermeneutics **3 Credits**

This is an exegetical course that deals with particular topics such as history of New Testament methods, exegesis, hermeneutics, and exegetical interpretation of selected New Testament passages.

THEOLOGICAL STUDIES

OTST/NTST/THST/MSSN 800 Study Tour of the Bible Land and Archaeology

3 Credits

This is a guided tour of biblical sites of historical, geographical and archaeological interest in the countries surrounding the Mediterranean (Israel, Egypt, Greece, Italy, Jourdan, Turkey, Syria, etc.). The course combines travel with lectures to provide students with a rich, on-site learning experience. Countries to be toured will be announced.

THST 862 Biblical Eschatology

3 Credits

This course focuses in an Adventist approach to a Christ-centered interpretation of the end-time prophecies regarding the judgment, the second coming of Christ, the kingdom of God, and the millennium in the Old and New Testaments on the basis of biblical principles of interpretation.

THST 891 History and Theology of Ecumenism

3 Credits

This course purposes to study the historical development, organizational structures, problems, implications and theological foundations of the modern ecumenical movement, including evaluation and response from a Seventh-day Adventist perspective.

THST 847 Biblical and Theological Hermeneutics

3 Credits

This course purposes to study the nature, attributes, marks, and government of the Christian Church, its relation to Christ, to the Scriptures, and to the Holy Spirit, and the ordinances and the ministry.

THST 861 Principles and Methods of Theology

3 Credits

This course purposes the study of the nature, function, methods, and practice of constructive theological activity. It also identifies the role of theology in the life of the Church, schools, and society.

THST 880 Seminar in Theological Issues

3 Credits

This course purposes the study of issues such as Christology, anthropology, ecclesiology, contemporary theology, and Christian ethics.

THST 860 Contemporary Theology

3 Credits

This course aims at studying the major trends in 19th- and 20th-century theology, including liberalism and neo-orthodoxy, and such shapers of religious thought as Schleiermacher, Barth, and Bultmann viewed over the rise and development of Adventist theology.

THST 855 Early Christian Theology

3 Credits

This course purposes to study the doctrinal development of the Church from the close of the apostolic age to Augustine in such themes as heresy, ethics, salvation, authority, and ecclesiology.

THST 882 Human Nature and Destiny

3 Credits

This course purposes to study the origin of humanity, the fall, and sin with its nature and effects. Also, it deals with the nature of human beings and the doctrine of immortality.

THST 863 The Doctrine of God

3 Credits

This course purposes to study the nature and attributes of the Triune God and His relation to the world. Also, it deals with a consideration of divine foreknowledge, predestination, and providence.

THST 870 Protestant Theological Heritage

3 Credits

This course purposes an in-depth study of the most important positions of the great shapers of the Protestant tradition from the earliest times to the end of the Magisterial Reformation.

THST 883 Seminar in Systematic Theology

3 Credits

The purpose of this course is to study selected issues in systematic theology.

WORLD MISSION STUDIES

OTST/NTST/THST/MSSN 800 Study Tour of the Bible Land and Archaeology

3 Credits

This is a guided tour of biblical sites of historical, geographical and archaeological interest in the countries surrounding the Mediterranean (Israel, Egypt, Greece, Italy, Jourdan, Turkey, Syria, etc.). The course combines travel with lectures to provide students with a rich, on-site learning experience. Countries to be toured will be announced.

MSSN 881 Urban Missions

3 Credits

This course examines how urban contexts can become centres for mission and ministry. The nature of life and relationships in these contexts provide occasion for the church to see God at work in every-day lives.

MSSN 830 Cross-Cultural Leadership Development

3 Credits

In a globalized and rapidly changing age cross-cultural skills are imperative for successful mission leadership. This course prepares students for effective ministry in culturally diverse settings and explores issues such as leadership selection, training, and formation in missionary settings.

MSSN 872 Contextualization

3 Credits

This course explores issues and methods in the process of contextualization of the gospel message. It examines how to present the unchanging truths of God's Word in rapidly changing and culturally diverse milieus.

MSSN 870 Mission Strategy Development

3 Credits

An exploration of contextual and relevant strategies for the task of missions especially in the African setting is presented in this course. Perspectives of mission service within the context of the continent, and the elements that shall foster effective growth of the church are also considered.

MSSN 880 Seminar in Social Sciences and Mission

3 Credits

Theology and the social sciences interface in the task of worldview transformation, which is the goal of missions. This course examines in seminar presentations and lectures discourses on how conversion may be achieved in the task of missions.

MSSN 875 Anthropology for World Mission and Ministry

3 Credits

The course applies insights from social sciences, especially anthropology to understand the human cultures and the challenge they present to discipling the nations. It also employs this knowledge as a tool to facilitate better cross-cultural mission strategies

MSSN 885 Contemporary Issues in Mission

3 Credits

This course investigates current issues encountered in the process of fulfilling the gospel mandate in the continent and approaches to resolve such contemporary issues in biblically appropriate ways.

MSSN 882 Islamic Culture and Society

3 Credits

This course explores the development of Islamic beliefs, community, and practices. Its focuses on how to relate, dialogue and witness to Muslim believers on the continent, especially to the majority who practice folk Islam. Current trends and events in the Islamic world will also be studied to discover bridges for ministry opportunities.

MSSN 860 Witnessing to Animistic Religions

3 Credits

The African ministry context is steeped in African Traditional religious practices. Effective ministry in such contexts demands careful and comprehensive understanding on the significance and power of animistic beliefs in the lives of African. This course explores animistic beliefs and worldview and how to lead to authentic Christian faith experience.

MSSN 869 Research Methods in Mission and Ministry

3 Credits

This specialized course is geared towards equipping the student for the field research component. It exposes students to the necessary social science tools and provides the skillset required for effective data collection and analysis.

MSSN 883 Seminar in Theology of Mission

3 Credits

This seminar explores the biblical foundations underpinning the theology of mission, hermeneutical issues, the major themes, goals, motives, and implications in the practice of mission.

INDEX

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