



*Developing  
Leaders for  
Service*



# Academic Bulletin

2026~2027



**LEADERSHIP LEGACY MONUMENT**

Elder Martyr Ruler



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Private Chartered University accredited by the Commission for University Education of Kenya and Adventist Accrediting Association.



# Why Choose Adventist University of Africa?

“

**True education means more than the pursuit of a certain course of study. 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

## | 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 degrees earned at AUA is recognized worldwide.

## | Academic Standards

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

## | International Flavor

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

## | Congenial Setting

The University is located on 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.



# Vice-Chancellor's Message

“

**Adventist education provides more than academic knowledge. It fosters a balanced development of the whole person-spiritually, intellectually, physically and socially... and to nurture thinkers rather than mere reflectors of other people's thoughts; to promote loving service rather than selfish ambition.”**

Welcome to the magnificent Adventist University of Africa (AUA) Campus, where individuals are transformed and leaders are developed.

AUA was born out of a dream to offer world-class post-graduate qualifications and research to meet the church's and society's educational needs.

AUA is a chartered and accredited University in Kenya that offers exclusively postgraduate programs. The General Conference of Seventh-day Adventists established it, and it is supported by the three Divisions of the SDA Church in Africa.

The University affords a conducive learning environment with qualified international faculty, an award-winning library, state-of-the-art infrastructure, scholarships, and a flexible teaching schedule suitable for working professionals. Throughout this bulletin, you will find information about academic programs and services offered to students to have a world-class experience at AUA.

The academic programs at AUA are underpinned by a solid Biblical foundation and SDA educational philosophy which reads: “Adventist education provides more than academic knowledge. It fosters a balanced development of the whole person-spiritually, intellectually, physically and socially... and to nurture thinkers rather than mere reflectors of other people's thoughts; to promote loving service rather than selfish ambition”.

Thus far, more than 1,190 graduates representing 37 nationalities have been conferred with postgraduate degrees from AUA. I encourage you to consider joining AUA, where you will discover a strong culture of excellence in teaching, research, service and Adventist ethos. You will receive more than a degree, a life-changing experience that develops you as a leader for service.

Welcome to AUA.

**Tayo, Ademola S., PhD**  
Vice-Chancellor

# Contents

Why Choose Adventist University of Africa?	ii
Vice-Chancellor's Message	iii
Adventist University of Africa Identity	vi
Our Philosophy, Objectives & Goal Statement	vii
History of the University	ix
Timeline of our Academic Programmes	x
Faculty & Staff	xi
Calendar of Events	xiii

## 01

### Our Campus

Our Campus Facilities	2
-----------------------	---

## 02

### Student Services Division

Spiritual Life	6
Health Services	7
Fitness Centre	7
Guest Rooms	7
Student Accommodation	7
Meals	8
Immigration	8
Adventist University of Africa Student Council	9
Welcome to Kenya	9

## 03

### ICT Division

ICT Services	12
--------------	----

## 04

### ODEL Department

Open, Distance & eLearning (ODEL) Department	14
--	----

## 05

### Academic Information & Policies

Admissions Information	17
------------------------	----

# 06

## Student Financial Information

A. Fees Information	37
B. Immigration	39
C. Student Finance Policies	39
D. Scholarships	40
E. How To Make Payments To AUA	40
F. Notes And Exhibits	42

# 08

## Theological Seminary

Department of Applied Theology	111
Department of Biblical and Theological-Historical Studies	145

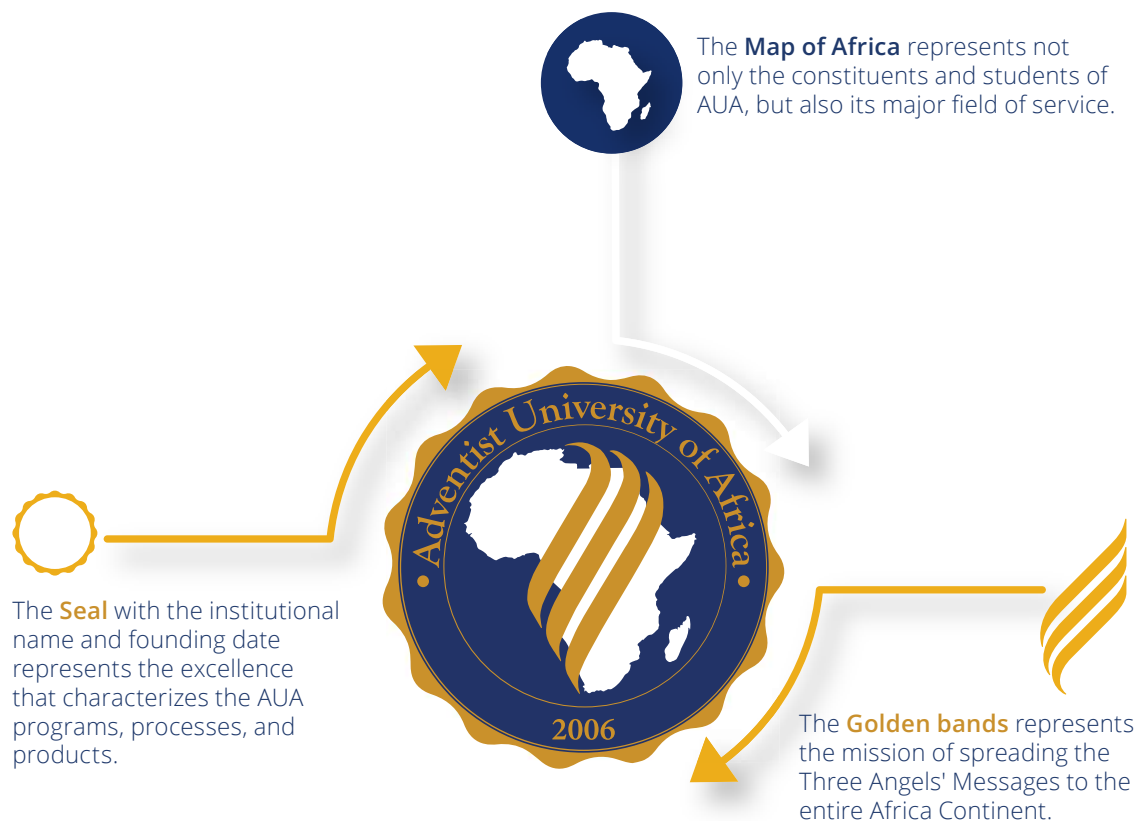
# 07

## School of Postgraduate Studies

Department of Applied Sciences	49
Department of Social Sciences	77



# Adventist University of Africa Identity



- **Gold:** Means eternity, perfection.
- **Blue:** Means high ideals, high aims.

The AUA logo is a graphic representation of the University philosophy and mission.

# Our Philosophy, Objectives & Goal Statement

## 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 endeavors 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.

## Objectives

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

- » To equip students with research skills and problem-solving methods, enabling them to synthesize 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 programs are directed towards helping students solve problems rather than memorizing solutions. AUA professors take special care to give assignments that foster thinking rather than memorizing. To this end, one of the first courses to be taught in all programs currently offered is research methods, with emphasis on research in applied settings.
- » 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 in other disciplines are seen as doers. In the context of the membership explosion in Africa, AUA programs 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 modeling of inclusive ways of doing things.
- » 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.
- » 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 modeled by AUA administrators, faculty, and students.
- » 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.
- » 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.

## Goal Statement

| **The Adventist University of Africa has set the following goals:**

### Adventist Christian Identity

Build a University community based on Adventist beliefs and practices. 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 neighboring 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.



**The mission** is to deliver outstanding postgraduate education from a biblical foundation to prepare competent leaders to serve the church and society in a Christ-like manner.



**Our vision** is to be a premier university in postgraduate and professional education and research.

## Motto

Developing Leaders for Service

## Values

- A - Accountability
- F - Fairness
- R - Respect
- I - Integrity
- C - Collaboration
- A - Adventist Heritage



# History of the University

The Adventist University of Africa has been established with a clear mandate to provide post graduate Adventist education and gain expertise in research within the context of the African continent. With a rapidly growing population and the church constituency in Africa, the church leaders realized that the possibility of doing quality postgraduate studies in Africa was challenging. The growing membership of the Church in Africa challenged its leaders to find solutions to the increasing demand for committed leaders with knowledge, skills and a positive attitude at all levels of the Church and a highly equipped nurturing ministry.

This led, in 2003 to a consultation meeting requested by the three Divisions with representatives from Adventist colleges and universities in Africa and from the General Conference. At the 2001 Annual Council a task force was appointed called the Africa Graduate Education Task force (AGET) to “plan and facilitate the establishment of graduate programs based in Africa and to prepare a detailed plan and timeline for the location, design, resource mobilization, and governance of the graduate programs.”

The Task force of fourteen members, eleven invitees in the area of finance and education including the Division Education Directors and representatives of universities in Africa and the General Conference met on September 10 and 11, 2003 in Arusha. The consultation ended with the recommendation to establish Adventist University of Africa (AUA), a new institution that would offer postgraduate programs for the whole of Africa. The new institution would only offer post-graduate degree programs in abbreviated intensive sessions each year and started operating in 2006.

In January 2006, the first students were admitted at Solusi University, Zimbabwe. The interim authority was given in 2008 and the charter was granted by the Government of Kenya in 2009. Then in May 2006 at Babcock University, Nigeria; in July 2006 at University of Eastern Africa Baraton more cohorts have begun. The first cycle finished with a total of 238 students enrolled in MA in Pastoral Theology and MA in Leadership. In 2009 a total of 167 graduates formed the first graduating class of the University. A total of 975 have graduated from Adventist University of Africa as of 2023.



**Brempong,  
Owusi-Antwi, PhD**  
*Vice-Chancellor 2006 - 2015*



**Delbert,  
Baker, PhD**  
*Vice-Chancellor 2015 - 2020*



**Vincent,  
Richard Injety, PhD**  
*Vice-Chancellor 2020 - 2025*



**Tayo,  
Ademola S., PhD**  
*Vice-Chancellor 2026 - Present*

Rooted in the past, reaching for the future. Our University's history is a testament to the enduring pursuit of knowledge, shaping generations and leaving an indelible mark on the tapestry of education.



# Timeline of our Academic Programmes

No.	Degree Program	Year Accredited
1	Masters of Arts in Leadership	2008
2	Master of Arts in Pastoral Theology	2008
3	Master of Arts in Missiology	2010
4	Master of Arts in Biblical and Theological Studies	2012
5	Master of Business Administration	2012
6	Doctor of Ministry	2012
7	Master of Public Health	2014
8	Master of Science in Applied Computer Science	2017
9	Doctor of Philosophy in Leadership	2017
10	Master of Divinity	2018
11	Master of Chaplaincy	2018
12	Doctor of Philosophy in Biblical and Theological Studies	2019
13	Doctor of Philosophy in Public Health	2024
14	Master of Divinity in French	2024



# Faculty & Staff

Name	Title
<b>Principal Officers</b>	
Tayo, Ademola S., PhD	Vice-Chancellor
Kibirango, Moses M., PhD	Deputy Vice-Chancellor for Academic Administration
Ndhlovu, Sheron, PhD	Deputy Vice-Chancellor for Financial Administration
<b>Senior Officers</b>	
Ambuchi, Alex, DMin	Chaplain and Director of Student Services
Bonde, Lossan, PhD	Dean and Associate Professor of Computer Science
Mauti, Norah, MSc	Associate Librarian
Ooko, Samson Otieno, MSc	Registrar
Ponyatovskiy, Feliks, PhD	Dean and Senior Lecturer in Old Testament
<b>Directors</b>	
Kansiime, Elaine Chacha, PhD	Director, ODeL
Khumbulani, Ndlovu, PhD	Director, Quality Assurance
Nwaomah, Angela, PhD	Associate Professor of Management, Director of Instructional Design and Institutional Repository
Njine, Pauline, MSc	Director, Human Resources
Onyambu, Perris, MBA	Director, Marketing, Public Relations and Alumni Affairs
Tayo, Grace, PhD	Director, Research and Grants
<b>Faculty</b>	
Gabasiane, Olaotse Obed, PhD	Senior Lecturer of Mission Studies
Juma, Mahlon, PhD	Lecturer in Chaplaincy
Masfa, Gabriel, PhD	Senior Lecturer in Church History and Systematic Theology
Matekenya, Dennis, PhD	Lecturer in Leadership
Nwaomah, Angela, PhD	Associate Professor of Management
Nwaomah, Sampson M., PhD	Professor of New Testament Interpretation and Applied Theology
Nyakora, Musa, PhD	Professor of Strategic Leadership
Odhiambo, David, PhD	Lecturer in New Testament
Odhiambo, Janet, DrPH	Senior Lecturer in Public Health
Razafiarivony, Davidson, PhD	Professor of the New Testament
Razafiarivony, Marie-Anne, PhD	Associate Professor of Management
Tchamba, Augustin, PhD	Faculty in Systematic Theology
Tchamba, Gisele, PhD	Lecturer in Public Health
Tsegaw, Melak, PhD	Senior Lecturer in Old Testament

Name	Title
<b>Staff</b>	
Aboge, James	ICT Manager
Bonde, Alexine	Research Coordinator
Chacha, John	Assistant Registrar
Chebichy, RoseMercy	Associate Director E.G. White Estate Branch Office
Deya, Derrick, PhD	Research Coordinator
Gabasiane, Betty	Hospitality Coordinator
Ian Melvin	Archives Assistant
Juma, Betty	Administrative Assistant to the VC
Karanja, Mary	Library Clerk
Kimani, Peris	Admissions Officer
Korir, Adam	Multimedia Production Assistant
Mihret, Sereke	Accountant
Momanyi, Joshua	Library Assistant and Student Services Coordinator
Monda, Dickson	Library Assistant
Muindi, Janice	E-Learning Technologist
Njuguna, Jane	Senior Accountant, Student Finance Officer
Njuki, Lydia	Logistics Coordinator
Nyangweso, Brenda	Assistant ICT Administrator
Obegi, Anita	Administrative Assistant
Ocholla, Grace	Administrative Assistant
Odira, Kelly Robert	Accountant
Okodoi, Eglah	Chief Accountant
Oyende, Janet	Assistant Director, Marketing, Public Relations & Alumni Affairs
Poniatovska, Lilia, PhD	Research Coordinator
Theuri, James	Assistant registrar
Waiyaki, Peter	Accountant
Wambui, Jane	Administrative Assistant



# Calendar of Events

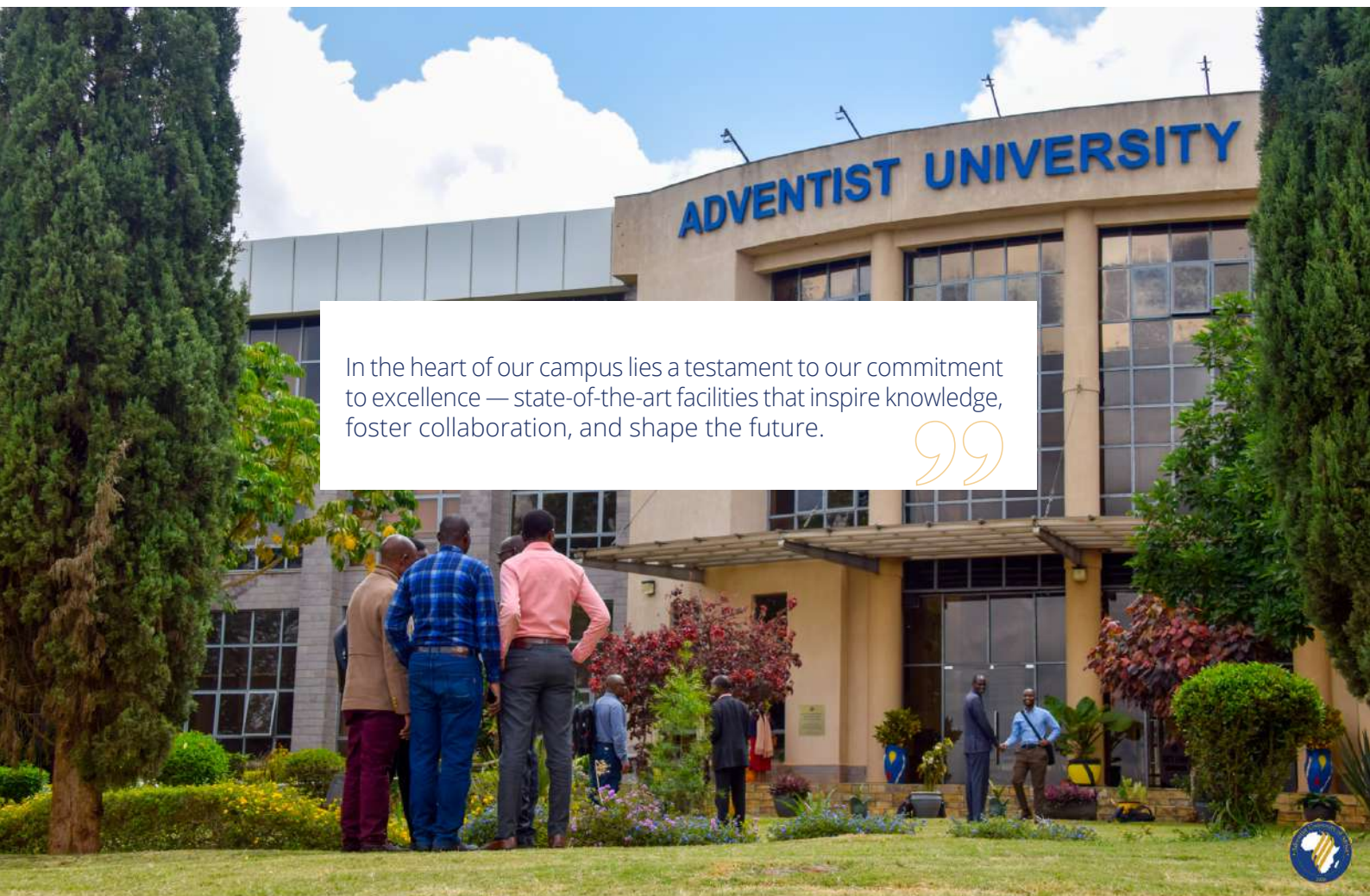
FIRST SEMESTER 2026			
Month	Date	Day	Events
January	1	Wed	New Year's Day
	5	Mon	Academic Year Begins
	7 to 17	Wed – Sat	Ten days of prayer
	18	Sunday	MBA Class Begins
	19	Monday	MChap 2023 CPE Begins
	20 to 22	Tue-Thur	Faculty and Staff Colloquium
	26	Monday	MDiv SA Class begins MDiv 2024 & 2025 Class begins
February	2	Monday	AUA Research Colloquium MSc. Applied Computer Science Class Begins Master of Public Health Class Begins PhD Leadership Class Begins
	9	Monday	PhD Public Health Class begins MA Leadership Class begins MAPTh 2024 Face-to-face class begins PhD BTS Class Begins MA MISS AUA 2026 Begins MA MISS 2025 Face-to-face class begins PhD Public Health Class begins
	23/02/2026	Monday	MChap 2025 Class Begins
	27/02/2026	Friday	Last date to submit application for June 2026, Graduation
March	02/03/2026	Monday	DMin AUA 2026 Face to face class begins MABTS AUA 2026 Class Begins DMin AUA 2024 Face-to-face class begins MDiv AUA 2023 Face-to-face class begins MABTS SOLUSI Face-to-face class Begins MDiv Rusangu Face-to-face class begins MDiv Babcock Face-to-face class begins AUA Research Colloquium
	13/03/2026	Friday	MChap 2023 CPE Ends
	20/03/2026	Friday	MAPTh 2024 Face-to-face class Ends
	22/03/2026	Friday	MDIV AUA 2023 Class ends
	30/03/2026	Monday	MCHAP 2025 Face-to-face class begins

<b>April</b>	6 to 11	Mon to Sat	WOSE
	6	Monday	MDiv SA Face to face class begins AUA Colloquium
	17	Friday	PhD Leadership Class ends MA MISS 2025 Face-to-face class ends MDiv AUA 2023 Face-to-face ends"
	20-22	Mon-Wed	Council Meetings
	24	Friday	Last day for Deans to submit School board approved names of prospective graduands to the Registry
<b>May</b>	4	Monday	AUA Research Colloquium
	1	Friday	MDiv SA (Ends) DMin AUA 2024 Ends MA MISS AUA 2026 ends
	11	Monday	MDiv 2026 Class begins
	14	Thursday	Senate Meeting to vote approval of graduands
	15	Friday	MABTS AUA 2026 Ends MABTS Solusi face to face class
	29	Friday	Master of Public Health Class Ends Last day for Financial Clearance for June 2026 Graduation
	22	Friday	MChap 2025 Face-to-face ends MChap 2026 (Face to face ends) MDiv 2024 & 2025 AUA Class ends
<b>June</b>	1	Monday	AUA Research Colloquium
	2	Friday	MDIV 2026 Class ends MDIV Rusangu Face to face ends MDIV Babcock face to face ends
	4	Thursday	MDIV SA Face to face ends
	5	Friday	MSc. Computer Science Class Ends
	12	Friday	DMin AUA 2026 Face-to-face ends
	12	Friday	Graduation weekend
	13	Saturday	Graduation weekend
	14	Sunday	Graduation weekend
	15	Monday	MA MISS ETHIOPIA Face to face class begins MDiv Cosendai Face to face class begins
	18	Thursday	PhD Leadership Class Ends PhD Public Health ends MCHAP 2025 Face to face ends
	30	Friday	PhD BTS Online ends

## SECOND SEMESTER 2026

Month	Date	Day	Events
July	5	Sunday	MBA (Finance Specialization) (Class Ends)
	6	Monday	AUA Research Colloquium Master of Public Health 2 <sup>nd</sup> session start MA Leadership 2 <sup>nd</sup> session start
August	3	Monday	MBA (Management Specialization) (Class Begins) AUA Research Colloquium MSc. Applied Computer Science (Class Begins) MDiv WU Face to face class begins PhD Leadership Class Begins
	10	Monday	MDiv Madagascar (Face to face class begins) MDiv Lukanga (Face to face class begins)
	17/08/2026	Monday	MDiv AUA 2024 (Face to face class begins)
	21/08/2026	Friday	MA MISS Ethiopia (face to face ends)
	31/08/2026	Monday	MDiv 2024 & 2025 (Face to face class begins) MDiv Bugema (Face to face class begins) PHD BTS (Face to face class begins) MABTS AUA 2025 (Face to face class begins) MAPTH AUA 2025 (Face to face class begins)
	31 Aug to 5 Sept	Mon to Sat	WOSE
September	4	Friday	Last day to submit Application for October, 2026 Degree Conferral
	7	Monday	AUA Research Colloquium
	09-12	Wed-Sat	AUA Biannual Research Conference
	8	Thursday	AUA- AUDIT
	18	Friday	MDiv Cosendai ends
	18	Friday	AUA-AUDIT
	25	Friday	MDiv AUA 2024 ends
	25	Friday	Leadership (PhD) Class ends.
October	01 to 04	Thursday	Council Meetings
	04/10/2026	Monday	AUA Research Colloquium
	23/10/2026	Friday	PhD Leadership Class ends
	26/10/2026	Monday	MBA and MABTS Internal Quality Audit
	29/10/2026	Thursday	Degree Conferral-Senate Approval
	30/10/2026	Friday	Mdiv Cosendai Face to face Ends

<b>November</b>	2 to 7	Mon to Sat	Week of Prayer
	2	Monday	AUA Research Colloquium
	8	Sunday	Community Services
	13	Friday	MDIV Bugema (Face to face class ends) MABTS 2025 (Face to face ends) MAPTH 2025 (Face to face ends) MDiv Madagascar (face to face ends)
	27	Friday	MDiv Lukanga (Face to face ends) Master of Public Health (Class ends)
<b>December</b>	4	Friday	MSc. Applied Computer Science (Class ends)
	2	Friday	MDiv Cosendai Class ends
	7	Monday	AUA Research Colloquium
	11	Friday	PHD BTS (face to face ends)
	13	Sun	MBA Class - Ends
	17 Dec – 3 Jan 2027		End Year Break
<b>January 2027</b>	04 January 2027	Mon	Academic Year Begins





01

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## Our Campus

# Our Campus Facilities

The Campus of AUA is located at Advent Hill, off Magadi Road, Ongata Rongai, Kenya, about 24 km Southwest of Nairobi.

## Educational Support Services

### Judith Thomas Library

Judith Thomas Library (JTL) is an academic library that serves Adventist University of Africa. The current building housing the library was officially opened on 28th May 2012. The library is named after Judith Thomas, who gave seed money for the construction of the building. It has a relevant collection of books, journals, electronic resources and audio-visual materials as per the Collection Development Policy. The library conforms to the Standards and Guidelines for University Libraries issued by Commission for University Education in Kenya. The library provides a reading area, reference services, research materials and other library services to the students, faculty, and staff under a very welcoming and conducive atmosphere. The services are also extended to workers in other institutions within the Advent Hill area and the community surrounding the Adventist University of Africa.

Judith Thomas Library has embraced technology to offer dynamic services. To cater for our clientele that are within the continent of Africa and beyond, the library has subscribed to the most widely used and subscribed electronic resources as part of the collection. These are e-books and academic journals that can be accessible with a click of a button.

The library has a stock of over 30,000 print-based information resources, numerous periodicals and audiovisual materials. The stock is divided into: General circulation, research collection and reference materials. Books are classified using the Library of Congress Classification Scheme. The library manages through KOHA, a widely used integrated library management system in academic libraries

### Operating Hours

DAYS	OPENING	CLOSING
Monday – Thursday	9:00 A.M.	10:00 P.M.
Friday	9:00 A.M.	3:00 P.M.
Sunday	10:00 A.M.	4:00 P.M.

### Library Tutorials

There is provision for library tutorials on the AUA Website and ODeL platforms to guide Judith Thomas Library users.

## Registration and Regulations

The following persons are allowed to register and use the library:

- » All bona fide students of Adventist University of Africa
- » All members of faculty, Adjunct faculty and non-academic staff
- » All alumni
- » Advent Hill community
- » Community surrounding the University

## Registration Requirements

Library users of all categories are registered at the circulation desk. Students and faculty get their credentials to access the e-resources from the systems librarian. During orientation, a welcome email is sent to new students with login instructions.

For any assistance to create a login account to access e-resources, students and adjunct lecturers can send an email to [library@aua.ac.ke](mailto:library@aua.ac.ke).

Occasional guests are not required to register but may use the library for reference purposes while they are within the campus or anywhere within the Advent Hill compound. Other guests from the University environs who may wish to use the library will pay an annual membership subscription fee of Ksh 4,000.00. This membership will allow the use of the library resources within JTL premises.

## Regulations

Physical Library services will only be available to all library users with a valid identifier (student ID or a library card) Registered users are expected to bring their ID cards with them if they intend to check out items.

### *Circulation of Information Materials*

**Note 1:** Borrowing of print-based information resources is reserved for the AUA students, faculty, non-academic staff, and Advent Hill community members.

**Note 2:** Electronic/digital information resources subscribed to by the library are accessible through the library web page on the AUA website. Users can only log in to the platform using their AUA email address.

**Note 3:** Reference materials are to be used within the library only. Audio-Visual materials can only be used within the library. Library users can borrow books from the general stacks.

**Note 4:** It is the responsibility of the patron to remember the due dates for the books they borrow. Please check the last date stamped on the due date slip.

**Note 5:** Family members of Advent Hill workers may borrow library items against the name of the principal worker upon presentation of their identification.

## African Adventist Heritage Museum and ASAH Website

### African Adventist Heritage Museum

The African Adventist Heritage Museum (AAHM) is located in the Judith Thomas Library on the second floor. It provides the Seventh-day Adventist history of the three Sub-Saharan African divisions: East-Central Africa, Southern Africa-Indian Ocean and West-Central Africa Divisions.

The main objectives of the African Adventist Heritage Museum (AAHM) are to document, educate, inspire and motivate students, staff, visitors and researchers who visit Adventist University of Africa.

The Museum contains carefully selected information on religious and secular history of Africa, demography, culture, independence, diversity, continental highlights, gospel challenges, unreached people groups and Swahili basic words, which all grace the colorful walls of the Museum.

### African Seventh-day Adventist History (ASAH) Website

African Seventh-day Adventist History (ASAH) is a website created and operated by the Adventist University of Africa.

It was borne out of a partnership with the three divisions of the church in Sub-Saharan Africa: East-Central Africa Division (ECD), West-Central Africa Division (WAD) and Southern Africa-Indian Ocean Division (SID).

ASAH's mission is to educate, inspire, and equip global Seventh-day Adventist researchers, scholars, students and laymen by providing open access information, documents and materials on the history of the Seventh-day Adventist Church in Sub-Saharan Africa.

You can visit the website via [www.africansdahistory.org](http://www.africansdahistory.org).

## 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 organizes and leads out in seminars on selected topics related to Ellen G. White's life, ministry, writings, their interpretation and application.

Apart from these it also organizes 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.

## Quality Assurance Unit

**The University has a functional quality assurance unit. The aim of the quality assurance unit of the University is to support the University's efforts to achieve its Mission and Vision through development and implementation of academic programmes that meet national, regional and international standards.**

### The objectives of the Unit include the following:

1. To provide guidance in development and implementation of internal and external quality assurance procedures and practices.
2. To ensure that the quality of academic programmes at the University meets standards expected by stakeholders.
3. To ensure that graduates have attained skills and knowledge through Adventist University of Africa academic programmes that are valued by stakeholders.
4. To enable Adventist University of Africa to assure itself, its stakeholders and the Commission for University Education that the University's policies, systems and processes for the development, maintenance and enhancement of quality in all its educational provisions are functioning effectively.
5. To provide guidance in identifying internal and external standards and criteria consistent with internationally recognized standards.
6. To assist in maintaining and developing the quality of academic programmes through enhanced support processes.
7. To facilitate the development of a culture of continuous quality improvement to achieve academic excellence.
8. To enable and identify areas of strength and excellence as well as areas in need of focused attention for continuous improvement in the short, medium and long-term.
9. Through the University organs to strengthen the independent role played by the Quality Unit in quality management and enhancement.
10. To ensure an effective performance of faculty, staff and students.
11. To strengthen ties with Regional, National and International Quality Assurance agencies and universities.
12. To improve the University's Quality culture in order to attract and retain resourceful faculty and staff.
13. To continuously improve the QA system, through reviews, streamlining and modernizing the QA function, policies, and procedures.
14. To provide leadership in the transformation of the Adventist University of Africa core Quality Assurance business processes through the implementation of Quality assurance initiative.



02

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## Student Services Division

# Spiritual Life

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| **The University's Spiritual life office offers the following programmes to the faculty, staff and students:**

## Ten Days of Prayers

We start the year by joining the Global Community in the ten days of prayer. We ask God to do incredible things in our lives. Through prayers, we experience connection to Him as we carry out our assignments at the University.

## Sabbath Worship

We conduct Sabbath worship on campus every Saturday. We are edified and encouraged. "Prayer and faith will do what no power on earth can accomplish" (Ministry of Healing, p.509). The worship brings the Advent Hill Community together every Sabbath.

## Mid-Week Prayers

We conduct mid-week worship every Wednesday, both in the morning and evening.

## Vespers and Sundown worship

We conduct Friday vespers and Saturday sundown worship.

## Week of Spiritual Emphasis

We conduct two Week of Spiritual Emphasis annually. We give God glory for the experience of revival among the University community.

## Prayer and Meditation

The Auditorium serves as a place for prayer and meditation that provides spiritual enrichment and religious experience.

## Week of prayer

We conduct week of prayer in the month of November every year for faculty and staff. The week of prayer has given a new hunger of the power of the Holy Spirit.

## Community Service

Students and faculty have an opportunity of ministering to various churches within and without. We receive many invitations for week of Prayer, Camp meetings and revival schedule.

## Scholar's Chapel

We conduct scholars chapel every first and third Tuesday of each month.

## Reach out

We conduct reach out programmes quarterly.

## Health Services

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The Advent Hill Clinic is run by the University, and it provides holistic Healthcare to the entire Advent Hill Community that consists of seven different entities. The clinic is located in the basement of the MPC building, AUA.

### Nearby chemists and hospitals:

The nearest chemist is just outside the main gate and there are several along the road. All hospitals require patients to pay cash, or use insurance before receiving services. Some nearby hospitals include: Cana Hospital, Fatima Mission Hospital, Garlands Medical Centre, and Sinai Hospital, among others.

For specialized treatment and consultation, Karen Hospital is located along Karen on Lang'ata Road. It is a 5-10 minute drive from Galleria Shopping Mall. AUA also has MoUs with other major hospitals within Nairobi.

## Fitness Centre

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The AUA fitness center is equipped with various workout equipment for the benefit of AUA students, staff and faculty at a minimal fee. It is open twice daily from Monday to Thursday– in the morning and evening, and on Sunday evening.

Gym membership can be obtained by contacting the AUA finance office through email [finance@aua.ac.ke](mailto:finance@aua.ac.ke).

## Guest Rooms

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AUA has spacious guest houses that provide accommodation for the University guests. Students may request through the hospitality office to use the guesthouses to host their guests. Faculty and staff guests can also book these guesthouses.

## Student Accommodation

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### AUA provides accommodation in four residential apartments with different specifications:

- i. **Simba Block:** Contains spacious lounges on each floor, and has three single rooms per unit that share a toilet and a bathroom. There are a total of 54 such rooms. A kitchen space is available at the ground floor of the building that gives an opportunity for those that may wish to cook, but generally, this block houses students that prefer not to self-cook.
- ii. **Ndovu Block:** Has a total of 24 self-contained rooms that can accommodate 2 occupants per room. There are a total of 8 units, each with 3 rooms, a lounge, dining area, a kitchen, and a washing area.
- iii. **Chui Block:** Made up of 16 single rooms with shared toilet/bathroom facilities. Each unit has two rooms, a lounge, a dining area, a kitchen, and a washing area.
- iv. **Kifaru Block:** Consists of 8 units, with each unit having a master en-suite bedroom, and two other bedrooms with shared toilet/bathroom facilities. It also has an equipped sitting and dining area, a kitchen, and a washing area.

### Note:

- » 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.

# Meals

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- i. **AUA Cafeteria:** All residential students are provided with a complimentary lunch throughout their stay at AUA. Breakfast and supper can be purchased at the cafeteria at an average cost of \$5 per meal. This amount may vary depending on the cost of food in the market.
- ii. **Self-cooking:** Those who wish can use the available kitchens to prepare their own meals. They however must provide for themselves all cooking equipment that they would require.

# Immigration

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## Visa/eTA

All international students are advised to visit the Electronic Travel Authorization (eTA) portal on <https://etakenya.go.ke/>, to learn more about the immigration requirements of their respective countries with Kenya.

Generally, Kenya is a visa-free country to all African countries (except Libya and Somalia, whose citizens must apply for eTA before travelling to Kenya), but citizens from different countries are given different duration of stay in Kenya at the various ports of entry.

Members of the East African Partner States can get up to six months at a time, and others can get up to two, or three months, depending on the categorization of their countries.

## Student's Pass

International Students should complete their application for the student's pass within two weeks upon arrival on Campus. The eTA only allows one to enter Kenya as a visitor, but for education purposes, one is required to apply for a student's pass.

The cost for a student's pass per year is \$100, plus \$1 handling fee. The maximum period a student's pass can be issued for is 2 years, which is what AUA requests for at a time for each student, hence, \$201 for two years. Students from East Africa member states receive the student pass gratis.

Below are the requirements from the student for student's pass application: <https://fns immigrationgoke/>

- » Application Form 30 duly filled, signed and stamped by the institution head
- » A detailed and signed cover letter addressed to the Director of Immigration Services from the Institution indicating the course to be pursued and the duration
- » Copy of valid national passport (bio-data page)
- » Current immigration status of the student (if in the country)
- » A recent passport size color photo (white background)
- » Duly certified copies of basic academic certificates (your previously earned degree/ diploma/ certificate)
- » Signed commitment letter from the sponsor
- » Proof of funds (for self-sponsored students)
- » Police clearance from your country of origin

### Note:

Form 30 will be generated upon completion of the application online (online application details are availed from the Student Services Office)

### | To every student application, the University will add:

- » A detailed cover letter addressed to the Director General of Immigration Services indicating the course to be pursued and the duration.
- » Copy of registration certificate for the institution from the Ministry of Education, Science and Technology.

# Adventist University of Africa Student Council (AUASC)

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There is an established student council, for and by the AUA students, with a position of sponsor, filled by a faculty member through a vote by the student body.

**The AUASC constitution provides guidelines on who qualifies, and how they can participate in elections into office for a non-renewable 2-year tenure for the following seven positions:**

- » Chairperson
- » Vice Chairperson
- » Treasurer
- » Secretary
- » Chaplain
- » Sergeant-at-arms
- » Social Affairs and Welfare

## Welcome to Kenya

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In Kenya, we say *Karibuni!* It means welcome in Kiswahili. To make the most of your stay and help you get a quick orientation, here is a short list of useful information:

### Visa

Effective 1st January, 2024, the Electronic Travel Authorization (eTA) replaced the eVisa system for Kenya. It takes three days to process eTA and one must apply early enough (eTA allows one to apply three months before the travel date). Visitors must apply for the eTA via (<https://www.etakenya.go.ke/en>) and pay a processing fee of USD \$30, plus processing fees of about \$5.

With the exemption of most African countries from the eTA requirement from July 2025, only citizens from countries that are allowed 2 months duration upon entry, but wish to stay for longer than 2 months can apply before coming, and those that are required to apply.

Kenya Citizens returning to Kenya, and Citizens of EAC partner states are exempt from the eTA. Holders of Kenya Permanent Residence, valid Work Permits and Passes are also exempt.

**You are required to have the following documents ready before you start applying for the eTA:**

- » Valid passport for at least six (6) month after your planned date of arrival into Kenya with at least one blank page
- » Selfie or passport-type photo
- » Contact information, email address and phone number
- » Details of your arrival and departure itinerary
- » Accommodation booking confirmation(s)
- » Credit card, debit card, Apple pay or other means of payment

More details are provided on the eTA website shared above.

### Vaccinations

Yellow Fever is required at the border and should be taken at least 10 days prior to traveling. 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. It is recommended to have your University ID card at all times for identification, should you need to.

## Currency

The Kenyan Shilling (Ksh) is used throughout the country. You can search online for exchange rates or visit any Bank or Exchange Bureau. Kenya has highly advanced mobile money services that can be used as an alternative to cash, and among the many mobile money service providers, M-PESA tops the list. M-PESA is a mobile-phone money transfer service, payment and microfinancing service, that allows for cashless transactions almost everywhere you may need to make a transaction. All you will need to use M-PESA services is to register a Safaricom SIM card at an authorized dealer, and you will be ready to transact using any type of phone.

## 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.

## Nearby Stores and Malls

AUA is close to several outlets within a 2km radius, where students can get and replenish their supplies. Supermarkets, shops and kiosks, and open markets are some of the available outlets from which students may get the needs they may require. All these are located within a walking distance, but there are sufficient public transport means to and from these places.

Maiyan and Maasai Malls with several stores such as Naivas and Carefour are about five (5) km from AUA.

## Emergency Services

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

## Internet

All AUA buildings provide wireless connectivity. Internet connectivity is available in hotels, cybercafes, and other designated areas. Most mobile telephone companies also provide portable 4G Internet connectivity wireless, or via USB modems.

## 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 directly (Code 00 + country code).

## Airport Transfers

Students are required to obtain financial clearance from the Student Finance Office ([studentfinance@aua.ac.ke](mailto:studentfinance@aua.ac.ke)) at least seven days before traveling to AUA. If you require airport pick up or drop, email your itinerary to [studentservices@aua.ac.ke](mailto:studentservices@aua.ac.ke), and transport will be arranged for you. The transport fare is payable upon arrival at the agent's office via card, cash or MPESA. The current cost from the airport to AUA is 2,500 shillings.

## 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. The famous Nairobi National Park bordering the city is a 30-minute drive from the University. 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, and marine life



# 03

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## ICT Division

# ICT Services

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

The university provides a high quality campus-wide network and Internet connectivity to faculty, students and staff, in offices, classrooms, library, student hostels and faculty houses that enables continuous access to the Internet and web resources.

The ICT department also provides all the necessary technology to support the academic, research, financial and administrative activities of the University. This includes but not limited to: Web-based e-Resources for students and faculty, video-conferencing and collaboration facilities, e-Learning Management System (LMS) for online teaching and meetings, University digital processes for efficient offering of services, and ICT office infrastructure and services like digital devices, email and telephony systems for efficient communication and collaboration.

The services are supported in a secure Information Security environment through a robust ICT Security and support services.

## Students E-Mail Policy

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

- » All students accepted to AUA will be issued with AUA e-mail accounts valid for one year. All further communication will be by the AUA account.
- » All registered students will have their email address validity extended for the life of their studentship. Upon graduation, the e-mail account will be maintained for six (6) months to allow the students to backup their data, thereafter the account will be deleted.
- » Those whose studentships have been withdrawn will have their e-mail accounts maintained for six (6) months to allow them to backup their data, thereafter the account will be deleted.
- » Each faculty and staff, including adjunct professors, will be provided with an e-mail address. All e-mail communications with the students will only be through the provided university e-mail addresses.
- » All users of the AUA E-mail system are expected to abide by the AUA Accepted Use Policy available on the bulletin.
- » Students are encouraged to use the provided AUA E-mail address for academic purposes only.



04

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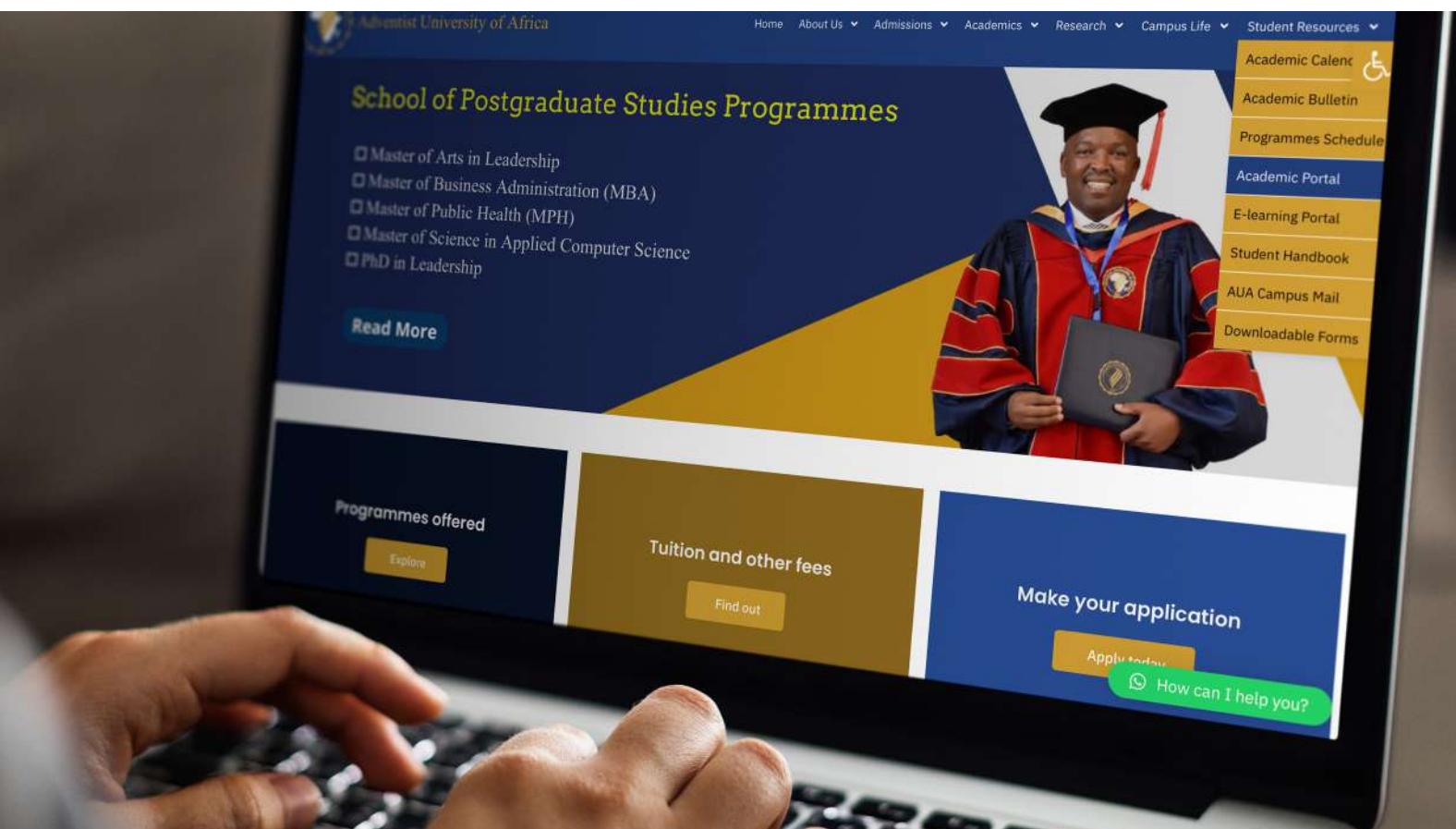
## ODeL Department

# Open, Distance and eLearning (ODEL) Department

The Open, Distance and eLearning (ODEL) Department serves as the hub for online education at the Adventist University of Africa (AUA). To ensure excellence and consistency, the department operates under well-defined guidelines, procedures, and policies that uphold the quality of all online and blended courses and programs. ODeL is committed to providing accessible, Christ-centered, and high-quality education through innovative, technology-driven learning models. In line with AUA's mission to equip leaders for service in a dynamic global context, the department promotes flexible, inclusive, and student-focused learning for individuals across Africa and beyond.

ODEL oversees the design, delivery, and management of online and blended programs that blend high academic standards with modern technology. Using the Darasa Learning Management System (LMS) built on Moodle and integrated with interactive multimedia, virtual classrooms, and digital assessment tools the department ensures that learners experience engaging, collaborative, and outcome-based learning from any location. The department also supports faculty in developing pedagogically sound and SCORM-compliant eLearning materials, integrating emerging technologies such as AI, analytics, and open educational resources (OERs) to enhance teaching and learning effectiveness. Through continuous professional development workshops, the team empowers instructors with skills in online facilitation, digital content creation, and learning analytics.

Beyond instructional delivery, ODeL champions policies and frameworks that uphold quality assurance, academic integrity, data security, and accessibility in alignment with global standards. It works closely with university schools and departments to design flexible curricula that meet the diverse needs of adult and working learners. As the digital gateway to AUA's transformative education, the ODeL Department remains committed to leveraging technology for mission, innovation, and lifelong learning making AUA's education truly "anytime, anywhere."





# 05

## Academic Information & Policies



# DVC for Academic Administration Message

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**These programmes are designed to respond to the diverse educational needs of the AUA's constituents across Africa and to support the preparation of current and future leaders from the continent and beyond who seek graduate education at the AUA.”**

The Adventist University of Africa (AUA) is the General Conference of Seventh-day Adventists' graduate institution on the African continent, committed to preparing leaders equipped with the knowledge, skills, and values necessary to serve the Church and society with integrity and in a Christ-like manner.

Recent developments at the university include the introduction of new academic programmes that have received accreditation from the Commission for University Education and the Adventist Accreditation Association. These programmes are designed to respond to the diverse educational needs of the AUA's constituents across Africa and to support the preparation of current and future leaders from the continent and beyond who seek graduate education at the AUA.

With gratitude and confidence, AUA is privileged to be served by an experienced and highly qualified faculty, trained at distinguished universities around the world and well published in their respective disciplines. With humility and dedication, they bring their expertise to foster excellence in teaching, research, supervision, and academic advising for the benefit of our students and the wider academic community.

The university is deeply committed to providing individualized academic support and close mentorship to all students, fostering timely completion of their programmes and a smooth transition into their lives of service as accomplished AUA alumni.

As part of its continued academic growth, the university expanded its portfolio of graduate programmes in 2025 with the introduction of the Doctor of Public Health (DrPH). Beginning in 2025, AUA is offering a residential PhD program in Biblical and Theological Studies. In addition, the university has been accredited as an ODEL centre, effective in 2026, further strengthening its commitment to advanced graduate education and leadership development.

Preparing leaders for service in a Christ-like manner remains the hallmark of AUA.

**Moses M. Kibirango, Ph.D., Assoc Prof.**

Deputy Vice Chancellor, Academic Administration

# Admissions Information

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**AUA is open to all qualified applicants, irrespective of color, race, ethnic identity, religion, gender, or national origin. Potential students may apply at any time and be admitted subject to fulfilling all admission requirements. Applicants will receive an admission letter before the commencement of the programme.**

## Application Procedure

Applicants are required to complete the application online. The steps are as follows: online application process includes the following steps:

Click "Save and Continue" button after you complete each section to move to the next section.

### *Step 1 – Sign up/Account Creation*

On clicking the link: <https://academics.aua.ac.ke/aua/> the applicant is directed to the online application web page and prompted to create a new applicant account and obtain login credentials.

#### **Requirements:**

- » Input of the applicants First name, Middle name and Surname in the provided boxes.
- » Input of the applicants phone number.
- » Input of the applicants email and then reconfirmation of the email.
- » Selection of the programme the applicant is applying for.

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 displays a username and a password, highlighted in green on the page. The same password will be also sent to the email address the applicant indicated.

### *Step 3 – Log in*

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

### *Step 4 – Upload of the Documents*

The applicant should upload the documents required on this section to proceed to the next stage of the application process.

#### **Documents to be uploaded for Admission**

- » National ID for Kenyan students and passport copy for non-Kenyan students.
- » Grade 12/Secondary Certificate and bachelors certificate and transcripts/ mark sheets for those seeking admission to Master's Programme.
- » Grade 12/Secondary Certificate, Bachelor's and Master's degree certificates and transcripts/mark sheets for those seeking admission to doctoral programmes. Masters transcript is not required for students who graduated from AUA.
- » Disability certificate if applicable.
- » Master's Thesis/Project for those seeking admission to doctoral programme
- » CV and e-photograph.
- » Statement of Purpose.

## ***Step 5 – Verification and Declaration***

This step provides a complete outline of the information that has been filled in for verification.

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

## ***Step – 6 Admission***

The submitted application form is received by the Registry department for evaluation after which the applicants are communicated through email if they qualify for admission or if more documents are required.

## ***Recommendations and Work Experience***

Applicants are required to submit recommendation letters from their previous University, religious leader or their employer/professional field. The documents can be uploaded during the application process or sent directly to [admissions@aua.ac.ke](mailto:admissions@aua.ac.ke) as an attachment.

See programme specific requirements to know if the applicants need to have relevant work experience after earning their undergraduate degree and for other requirements.

## **General Admission Requirements**

Applicants are advised to refer to programme specific admission requirements apart from the following general admission requirements.

### **Master's Programmes**

Applicants seeking admission into any of the AUA Master's degree programmes must hold a recognized bachelor's degree with a minimum (Cumulative Grade Point Average) CGPA of 3.00 on a 4-point scale or its equivalent grade average of 60% or Second class honors upper division Except for Master of Arts Biblical & Theological Studies (MABTS), applicants with a CGPA of 2.50 to 2.99 or an equivalent grade average of 55% to 59% may be admitted on probation (see Admission Status Classification). MABTS applicants must have a CGPA of 3.00 on a 4-point scale or its equivalent. In case an applicant has completed a Postgraduate Diploma or another Masters programme, the CGPA's earned in the programmes may be used for admission provided they hold a valid Bachelors degree or equivalent.

### **Doctoral Programmes**

#### ***Doctor of Ministry***

Those seeking admission into the Doctor of Ministry (DMin) programme must have a recognized master's degree in Theology/ Religion with a minimum CGPA of 3.33 on a 4-point scale or its equivalent.

Applicants with a CGPA of 3.0 and 3.32 may be admitted on probation (see Admission Status Classifications). After completing one session, the student must obtain a CGPA of 3.33 to gain regular admission status.

#### ***PhD in Leadership***

Those seeking admission into the PhD in Leadership programme must have a recognized master's degree in any field with a minimum CGPA of 3.33 on a 4-point scale or its equivalent. Those with a CGPA of 3.00 - 3.32 may be admitted on probation status for only one semester. Also, note that a Master's thesis or Project is required to enroll in the PhD in Leadership Programme. If the applicant has not done a Thesis or Project, the applicant must;

- a. Complete a 3 credit masters level research course if not done at the master's level.
- b. Submit a research paper of 10-17 pages to be presented to the programme coordinator for evaluation at the department level.

The student will not proceed to the next session before meeting the above requirements.

## *PhD in Biblical and Theological Studies*

Those seeking admission into the PhD in Biblical and Theological Studies programme must have a recognized master's degree in the field of Theology/ Religion with a minimum CGPA of 3.33 on a 4-point scale or its equivalent. Those with a CGPA of 3.00 – 3.32 may be admitted on probation for only one semester and granted regular admission status subject to obtaining a CGPA of 3.33 or above. Also, note that a thesis or project is required to enroll in the PhD in Religion Programme. If the applicant has not done a Thesis or Project, the applicant must;

- a. Complete a 3 credit masters level research course if not done at the master's level.
- b. Submit a research paper of 10-17 pages to be presented to the programme coordinator for evaluation at the department level.

The student will not proceed to the next session before meeting the above requirements.

### **Admission to two degree programmes.**

A student will not be permitted to enroll in two- degree programmes simultaneously. However a student may be allowed to take more than one specialization in a specific programme upon approval by the Department.

## **Admission Status Classification**

Based on the documents submitted, applicants are offered admission into one of the categories listed below. If, at any point, upon verification, the University discovers any discrepancy in the documents, or any of the submitted qualifications or references are withdrawn, the student will be withdrawn from the Programme and the University.

### **Regular**

When applicants meet all the entry requirements of the degree programme, including prerequisites, CGPA, submission of original and official academic transcripts and certificates, 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**

Applicants who have not provided all the original documentation for admission may be given a conditional status if they have submitted photocopies of the documents.

The conditionally accepted students have a maximum of six months to provide all the documentation. After that, they will not be allowed to continue studying at AUA.

### **Probation**

Applicants for Master's 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 probation upon recommendation of the department 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 will be admitted on the 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 (except Master of Arts in Biblical and Theological Studies). Failure to meet this condition will result in the discontinuation of the student's studies at AUA.
4. No more than 20% of a cohort will be admitted on probation.

## 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.

To qualify for admission to AUA, students are required to demonstrate English ability in one of the following ways:

1. Have a bachelor's/Master's degree from a college/University where English was the medium of instruction.
2. Achieve a passing score on a recognized English language test such as TOEFL, IELTS, Michigan. The test scores are valid for three years. The table below shows the minimum required test score.

### *Required English Test Scores*

TEST	MINIMUM TEST SCORE
TOEFL	110
TOEFL iBT	80
IELTS	6
Michigan	220
PTE (Academic)	54
Duolingo English test (Certified)	95

## 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 the 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 and will be charged a yearly registration fees until the research is completely approved or the student officially withdraws from the programme. 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 after the approval of the school board to the Registrar as eligible for degree conferral/graduation.

## Free Course Policy for AUA Employees

This policy provides for enrolling one AUA course per year free of charge for personal enrichment and growth of interested staff and faculty.

AUA permanent staff or faculty members may take a maximum of ONE course per year. The course enrolled can be either 2 credits or 3 credits or 4 credits. However, the policy does not allow for more than one course to be registered in a year, for example: two courses of two credits each may not be enrolled for within the same year.

**Non-credit bearing:** A staff or faculty member can enroll the course as a noncredit bearing course.

**Credit bearing:** Those who want to earn credits towards a degree must apply for admission in the programme and be accepted by the Admission Committee. In order for a free course to be credit-bearing, all admission criteria and prerequisites for the particular courses should be met.

**Procedure:** A staff or faculty member intended to enroll for a free course must submit a request to the University Management Board (UMB) through the supervisor at least three months before the classes start.

The immediate supervisor's recommendation is required before submitting to the UMB. Approval by the University Management Board is essential before registering for the course. The enrollment figure is counted separately from those taking a free course.

## Academic Policies

### Credit Hours

One credit hour at AUA is defined as 13 contact hours of instructional time (lecture/discussion) in a class setting and two hours of independent work outside the classroom for every hour spent in class. A three-credit course, therefore, includes 40 hours of faculty-student class interactions to be used for lectures and other structured learning activities and examinations, and 80 hours of independent work.

## 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 is expected to register for a minimum of 9 credits hours and a maximum of 15 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.

### *Class Size*

The minimum class size for masters programmes is ten and five for doctoral programmes taking into consideration the financial viability of the cohort. Any exception requires approval of the Academic Planning and Standards Committee.

Dividing a class into sections for larger classes will be approved by the Academic Planning and Standards Committee.

## 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. No transfer of credits are allowed for Doctoral degree programmes.

### *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 eight 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.

## Grading System Comparison

### AUA and Kenyan Grading System:

AUA CGPA of 2.50 is equivalent to second class lower in the Kenyan grading system.

AUA Grading System				Kenyan Grading System			
Percent	Letter Grade	Quality Points	Performance Description	Percent	Letter Grade	Performance Description	Quality Points
85 – 100	A	4.00	Outstanding	70 – 100	A	Excellent	First Class Honors
80 – 84	A-	3.67	Excellent				
75 – 79	B+	3.33	Above Average	60 – 69	B	Good	Second Class Honors-Upper
70 – 74	B	3.00	Average				
65 – 69	B-	2.67	Below Average	55 – 59	C	Satisfactory	Second Class Honors-Lower
60 – 64	C+	2.33	Below Average	50 – 54			
50 – 59	C	2.00	Weak	40 – 49	D	Pass	Pass
45 – 49	C-	1.67					
40 – 44	D	1.00	Fail	0 – 39	E	Fail	Fail
0 – 39	F	0.00					

## 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 enrollment 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, a 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 Academic Administration Committee upon the recommendation 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/Online Participation

Regular attendance at all class sessions and/or online participation, and adequate preparation to effectively participate in discussions is absolutely required. Students who are exceeding 20% of the absences of the class sessions or 20% of required online participation 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 20% of the total classes,, 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 20% 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.

## 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 Coordinator.
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.

## 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 Coordinator for grade review. This appeal must occur within the semester/session following the issuance of the grade. The Programme Coordinator 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 a 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 Coordinator.
4. If the student continues to believe there is a 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 Coordinator, 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.

### *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 counseled 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 Coordinator/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 semesters/ sessions (*See Withdrawal on Academic Grounds*).

## 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 organization.

**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.

## 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.

### *AUA Grading Scale*

**The grading scale for all courses shall be:**

AUA Grading System			
Percent	Letter Grade	Quality Points	Performance Description
85 – 100	A	4.00	Outstanding
80 – 84	A-	3.67	Excellent
75 – 79	B+	3.33	Above Average
70 – 74	B	3.00	Average
65 – 69	B-	2.67	Below Average
60 – 64	C+	2.33	
50 – 59	C	2.00	Weak
45 – 49	C-	1.67	Fail
40 – 44	D	1.00	
0 – 39	F	0.00	

### *Other Grade Classifications*

<b>Deferred Grade (DG)</b>	For research or other courses designed to require extra time for completion
<b>Incomplete (I)</b>	For illness or other recognized and reported emergency—must be completed within six months
<b>Satisfactory (S)</b>	Acceptable as credit but with no quality point value
<b>Unsatisfactory (U)</b>	Unacceptable for graduate credit
<b>Withdrawal (W)</b>	No academic credit
<b>Audit (AU)</b>	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 and other administrative fees will apply.

### *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.

## Assessment Policy

The lecturers design assessment tasks to be completed by students and carry out evaluation to arrive at an evaluative judgment on their performance. The policy states the criteria, purpose, and guidelines for carrying out the assessments for the course. The principles of good assessments, mode, pattern and type of assessments define the assessment process laid out to enhance quality of course delivery.

### General Criteria

#### **| The assessment process will endeavor to provide indicators of the student's:**

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

### Purpose of Assessment

- » Recognize and grade students academic achievement
- » Guide and improve students' performance
- » Provide feedback to students on their learning
- » Enrich students' learning experience
- » Provide feedback on the teaching methodology

### Principles of Good Assessment

The principles for good assessment are fairness, validity, reliability, practicality and timely feedback.

## Fairness

- » Fairness in assessment is when the learner is not disadvantaged but given equal opportunity.
- » Assessment approaches, material and methods of grading do not favor a particular ethnicity, race, gender, age or social class.
- » Assessment rubric is clear to the students.
- » The grading process is to be transparent. Students have the right to know the scores they have obtained.
- » Assessments can be viewed by more than one examiner.
- » Students can appeal for remarking tests, major assignments and final examinations.

## Validity

- » The assessment is designed to align with the course outcomes.
- » The assessment method is appropriate to the content assessed.
- » The assessment instrument is appropriate to the content assessed.
- » The assessment is based on sources relevant to the course.
- » The assessment is within the scope of the course mentioned in the course outline.

## Reliability

- » Assessment brings out comparable results and is consistent in measuring performance of the students.
- » Assessment is administered in similar or same conditions, for example, all students are knowledgeable of the assessment criteria, assessors are trained in constructing assessment instruments, major assessments are moderated, and scores are computed systematically.

## Timely Feedback

- » Assessments done as part of continuous assessment are returned to students to provide feedback.
- » Students have adequate time to respond to the feedback received. Assessment helps the students know their performance, progress in their course.
- » Assessments help students to know their strengths and weaknesses. It also helps the lecturer to understand students' performance and improve the teaching of the course.

## Practicability

The assessment system takes into consideration the available facilities, equipment, time and financial resources.

## 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 or otherwise approved, except for examinations of foreign language courses such as Hebrew or Greek, German, French.

### **| Modes of assessment may include some of the following components:**

1. Written examinations, short answers, multiple choice and open book tests
2. Essay, reading reports, research assignments
3. Independent research projects, case studies, 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.

## 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.

An assessable assignment that 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 in the course outline to the students at the beginning of each cohort session/semester. Marking schemes should include weighting of content and style/format/language.

## Types of Assessment and weightage

Assessment is an integral component of the course design and should indicate the percentages of each assessment task towards the final grade. A variety of assessment methods and instruments should be used so that no particular group of students will be disadvantaged.

### *Formative Assessment*

Formative assessment refers to assessment that supports the process of teaching and learning. It helps the students to develop the knowledge and skills required for the respective learning area. There should be a balance between over-testing and under-testing. For example: assignments, mid-semester examinations and other assessment tasks that take place during the semester. The policy distinguishes class activities and assessment activities. A number of class activities may be conducted but do not qualify as assessment tasks, such as class attendance, class participation, devotion.

Assessment	Percentage
Formative Assessment/Continuous Assessment	60%
Summative Assessment/Final Exam	40%
Total	100%

### *Summative Assessment*

Summative assessment is for making a judgment of students' achievement. This is carried out at the end of a course and it is more comprehensive.

## Assessment Weightage

The weightage of continuous assessment shall be 60% and final exam will be 40% of the total assessments.

### *Assessments and Learning and Teaching Hours*

Students must be given a fair workload and avoid over-assessment and must fit within the learning and teaching hours. The number of assessments for a three-credit course will range from a minimum of three to a maximum of five. The number of assessments for a two-credit will range from a minimum of two to a maximum of four

The teaching and learning hours for a three-credit course is 120 hours (40 hours of lecturer contact and 80 hours of outside class activities/tasks).

The teaching and learning hours for a two-credit course is 75 hours (25 hours of lecturer contact and 50 hours of outside class activities/tasks).

## Permanent Academic Records and 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 honored.

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 honors, previous schools attended, etc., is given to:**

1. Properly identified representatives from government agencies.
2. Business firms or organizations 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 organize, 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 instructional location.

## The Academic Bulletin and Academic Advising

Students are responsible for knowing and following the regulations governing academic matters found in this Academic Bulletin. 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, the Head of Department, the Registrar, or the Dean. However, all consultations should begin with the academic advisor to the student.

## 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 has expired.
3. Borrowing an idea from someone else or even from one's own earlier work without giving proper acknowledgment. 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 anti-plagiarism 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 plagiarized or academically dishonest. In addition, the writer must remember that plagiarism may also involve court processes, especially when copyrighted material was plagiarized.

**| 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 favors.

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

## Graduation Requirements and Procedures

### *Graduation Dates and Locations*

Graduation on the AUA campus happens once each year, on the second weekend of June, unless voted otherwise by the Senate. Additional AUA graduations may occasionally occur on other Extension instructional locations (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 be done by the University Senate on the last Thursday of October each year.

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 programme. The required programme minimum CGPA for graduation must be met and the project, thesis or dissertation must be edited, copied, signed and bound. The programme specific graduation requirement must be met. In addition, the student must be cleared by all relevant departments (Finance, Library and Student Services)

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 enrollment. 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.

Regalia rental or purchase is not included in the graduation fee. Graduating students are to pay separately for the regalia.

Sponsored students wishing to travel to attend their graduation, whether in their own Division or a neighboring one, must secure approval from their sponsoring organization if their travel and lodging expenses are to be covered.

## Order of Names in Academic Documents

The names appearing on AUA academic documents shall correspond exactly to those on government-issued passports or national identification cards and shall begin with the student's surname. In the event of a name change, the student must provide an official government-issued document or a gazette notice from their country verifying the change..

## 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 Programme Coordinator, 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 authorized, 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.

## Readmission of Academically Dismissed Students

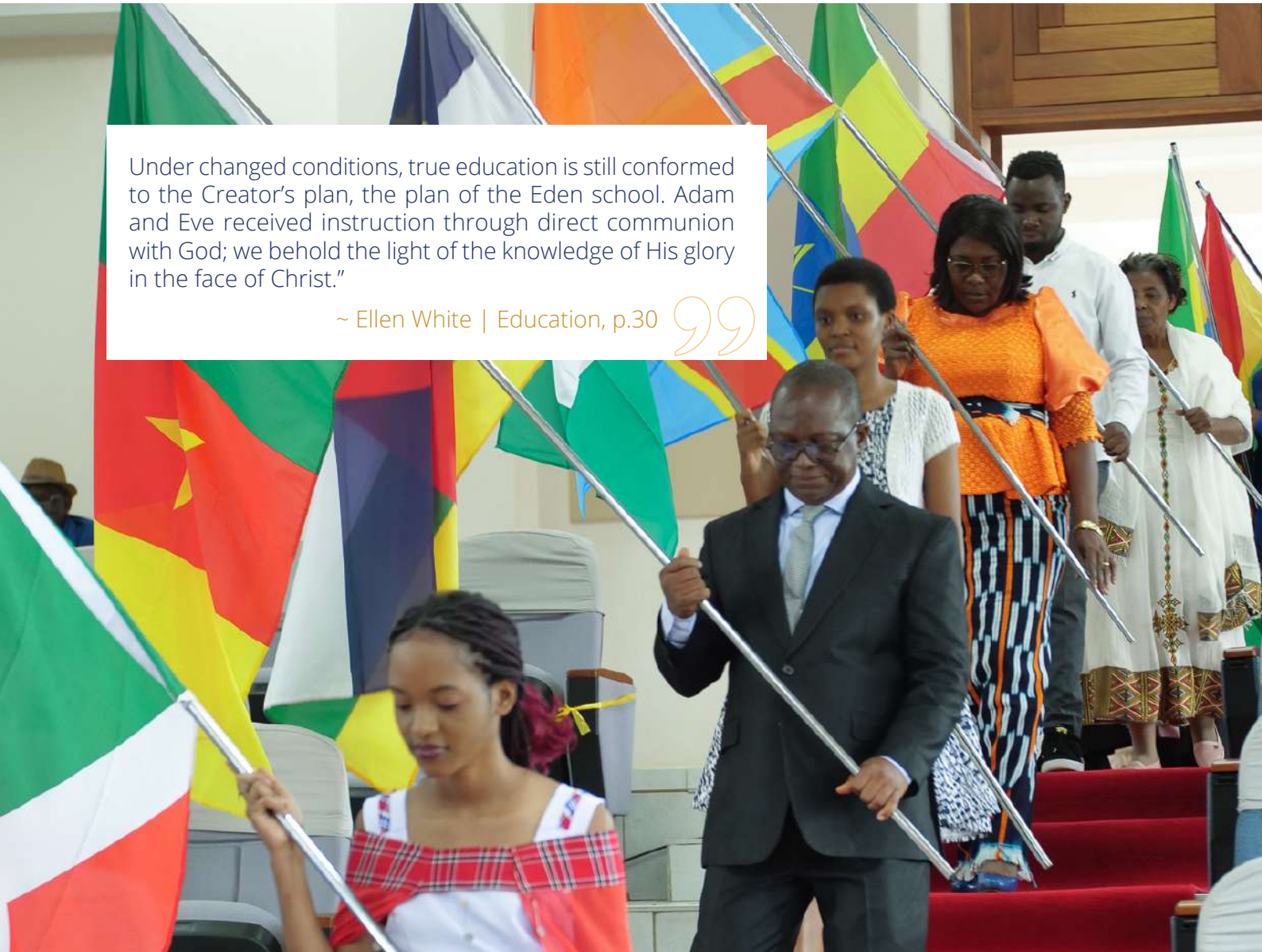
### *Eligibility for Readmission*

**| A student dismissed on academic grounds may be considered for readmission under the following conditions:**

- » Master's Students: Must have a minimum Cumulative Grade Point Average (CGPA) of 2.25
- » Doctoral Students: Must have a minimum CGPA of 2.67
- » The student's studentship should not have expired

## Guidelines for Readmission

1. The student must submit an appeal letter to the Registrar for verification of eligibility.
2. If the student's appeal meets the eligibility for readmission, the appeal will be presented and discussed at the school board for a recommendation to the Senate.
3. The appeal must be submitted within six (6) months from the date the dismissal letter was issued and sent to the student.
4. If the appeal is accepted, the student will be placed on probation for two sessions, and is expected to attain the required CGPA for the program.
5. After the probation period, if the student does not meet the required CGPA he/she will be automatically dismissed and will not be eligible for readmission again.
6. The student will be guided by the program coordinator on courses to take as prescribed in the academic bulletin.
7. All the courses completed by the student will remain part of the student's academic record. In case of repeated courses, the most recent grade will be used to compute the student's CGPA.
8. Students who are readmitted under this policy are exempt from the course repeat policy.
9. The readmission under this policy does not mean an extension of the student's studentship.
10. This readmission policy does not apply to students dismissed due to failure in the comprehensive exam or due to disciplinary reasons.



Under changed conditions, true education is still conformed to the Creator's plan, the plan of the Eden school. Adam and Eve received instruction through direct communion with God; we behold the light of the knowledge of His glory in the face of Christ."

~ Ellen White | Education, p.30





The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding.”  
~ Proverbs 9:10 (NIV)





# 06

## Student Financial Information



# DVC for Academic Administration Message

“

**Since AUA was established to serve Sub-Saharan Africa, it is one of the more diverse universities in the continent and fosters a sense of belonging while supporting your success both in and outside of the classroom.”**

It is with great pleasure that I welcome you to Adventist University of Africa (AUA).

As an Adventist institution of higher learning, the University welcomes and supports all students in their learning, discovery, leadership development, and engagement both on and off-campus. Since AUA was established to serve Sub-Saharan Africa, it is one of the more diverse universities in the continent and fosters a sense of belonging while supporting your success both in and outside of the classroom.

Please take your time and familiarize yourself with the financial information. You can also visit our website under the admissions page to find financial information. Should you need more clarification or assistance, or for obtaining financial clearance, please contact the Student Finance Officer on [studentfinance@aua.ac.ke](mailto:studentfinance@aua.ac.ke).

If you need to understand more about the scholarships or to apply for one, send your email to [scholarships@aua.ac.ke](mailto:scholarships@aua.ac.ke).

Since most of our processes and systems are done online, our ICT Department is dedicated to ensuring that you have a wonderful experience. Should you need ICT support, kindly email [it@aua.ac.ke](mailto:it@aua.ac.ke). After your financial clearance to book in advance your accommodation send an email to [hospitality@aua.ac.ke](mailto:hospitality@aua.ac.ke) and our Hospitality Coordinator will respond and facilitate your booking.

I am confident that you will enjoy studying at AUA and you developed for service.

I wish you the best and may God bless your endeavors.

Sincerely,

**Ndhlovu, Sheron, PhD.**

Deputy Vice-Chancellor for Financial Administration

**All students must take note of the following financial information in order to register and continue their studies:**

## A. Fees Information

1. **Application Fee:** An application fee of US\$60 is payable at the time of submission of application.

2. **Tuition Fees:**

a. **Masters Programs:**

i. **Theological Seminary**

Masters Tuition fees differ according to the economic levels of the current country of Residence of a Student. As such the various African countries have been put into 5 tiers. The fees per credit for each tier are as follows:

Tier A*	US\$40 per credit
Tier B*	US\$55 per credit
Tier C*	US\$85 per credit
Tier D*	US\$110 per credit
Tier E*	US\$225 per credit

ii. **School of Post Graduate Studies**

Masters tuition fees for the school of Postgraduate programs (which are offered under the Open Distance and eLearning mode) are US\$ 60 per credit. This special rate is for 2026 and 2027 and it shall be reviewed at the end of 2027.

b. **Doctoral Programs:**

For doctoral programs, the fees per credit are as follows for all students:

Professional Doctoral Programs	US\$125 per credit
Doctor of Philosophy (PhD)	US\$150 per credit

c. **Tuition Discounts:**

- i. Denominational employees are given a 20% discount on the Masters Tuition fees per credit.
- ii. A discount of 7.5% on Tuition fees only will be given to the Students who register during the early registration period.

**Note:** *The number of credits for each program per year is given at the end of this document to assist in computing the tuition fees in a particular year.*

3. **General Fees:** Some AUA fees are per session, others are typically once per program and some are only payable when a student has a specific need. They are categorized as such here below.

a. **Per Session Fees (Fees that are charged each session/semester.**

- |   |         |
|---|---------|
| i. Registration Fee                     | US\$75  |
| ii. ICT Fee — Main Campus               | US\$150 |
| iii. ICT Fee — Other Learning Site      | US\$50  |
| iv. Library Fee—Master’s programs       | US\$110 |
| v. Library Fee—Doctoral programs        | US\$135 |
| vi. Exam Fees                           | US\$20  |
| vii. Lab Fees (for MSc in Comp Science) | US\$100 |

**Note:** *Students who register for 1-6 credits in a session or semester will pay 50% of the Other Fees except for the Registration Fees and Thesis/Project.*

## b. Per Annum Fees

- i. Research Conference Fee US\$50
- ii. Student Association Fee US\$5

## c. One-Time Fees

- i. Master's Thesis/Project Fee US\$500
- ii. Graduation Fee US\$400

### 4. Other Fees and Charges as Applicable

- a. Challenge examination - 30% of the tuition credits. The other fees do not apply.
- b. Tuition and Fee Adjustments: Students who withdraw from a class within the first 15% of the contact hours, or before 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.
- c. 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.
- d. Graduation Regalia: Master's degree: Hire \$40  
Purchase \$110  
Doctorate Degree: Purchase \$250

### 5. Full Fees Payment Discount

A discount of 7.5% on the tuition fees will be given to Students who pay full fees (Tuition & General fees) for the session before the close of the normal registration period.

### 6. Books

Students must purchase their own prescribed textbooks. It is advised that students budget approximately US\$400 per semester for books.

### 7. Student Housing and Meals

Students studying at AUA typically travel to one of the campuses for the study session, and may have a variety of options, depending on the location. Due to the wide variability in costs and the fact that different instructional locations charge differently, the Registrar's office will provide every student an updated price list for that year and location for accommodation and meals.

- a. Accommodation at AUA

**| At the AUA campus, the hostel charges are nightly (according to the length of occupation as follows:**

- i. Double room shared by two occupants: US\$10 per night
- ii. Single room (one student in the room): US\$15 per night
- iii. En-suite room US\$20 per night

**N.B. If the student brings his or her own bedding, the rates above are all US\$2.50 less per night.**

- b. Meal Costs at AUA

**| Meals at the AUA Cafeteria cost as follows;**

- Breakfast \$3.70
- Lunch \$5.50
- Supper \$5.50

However, hostel residents shall receive complimentary lunch.

- c. Even where a Student has a payment plan, meals and accommodation must be paid for in full in advance for the intended period of stay.

## B. Immigration

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1. Any immigration financial requirements are the responsibility of the student and/or his/her sponsor and therefore are not indicated in this document.
2. For more information and assistance contact [studentservices@aua.ac.ke](mailto:studentservices@aua.ac.ke).

## C. Student Finance Policies

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### 1. Requirements for Financial Clearance for Registration

- a. Upon receiving the invoice from AUA, a student must pay the invoiced fees by the deadline indicated on the invoice through any of the available channels as stated on the invoice.
- b. Denominationally sponsored students can be cleared on the basis of a signed and stamped Division Financial Clearance Form from their respective Division Treasury - authorizing AUA to send the charge through denominational channels or committing to transfer the said fees to AUA by a given date. It is the responsibility of the Student to obtain the signature and stamp from the Division Treasury.
- c. At least 50% of the total fees must be paid before the student can be registered for the session and the balance must be cleared before the end of the calendar year or before the beginning of the next session whichever comes first.
- d. A student who has arrears from the prior session, will be required to clear those arrears before they can be cleared for registration.
- e. A student who does not pay all the fees upfront, must submit a payment plan for the outstanding balance. This will be done by completing a Student Payment Plan form which will be availed by the Student Finance Office. Such plan must be in harmony with these Student Finance Policies and the students will be expected to honor the plan.
- f. A student who failed to honor a prior payment plan will no longer be allowed to submit payment plans. He or she must pay their fees in full upfront.
- g. Defense
  - i. Before a student is allowed to defend his or her project or thesis, the student must be financially cleared.
  - ii. At this stage, financial clearance will only be given to those who have paid all relevant fees to that point, including defense fees.
  - iii. There shall be no payment plans acceptable at this stage.
- h. Graduation
  - i. Graduation fees must be paid in full before a student can be put on the graduation list.
  - ii. No payment plans will be accepted for graduation fees.

### 2. Access to grades will only be given to Students who have cleared their balances.

### 3. Cash Withdrawals from Students Accounts

- a. Under no circumstances shall a Student with a debit balance be allowed to make a cash withdrawal.
- b. Sponsored Students who have graduated and remain with a credit balance, the balance must be sent back to the sponsor upon a written communication or the sponsor's written authorization to the Student Finance office. Students who have not completed their studies shall not be allowed to make any cash withdrawal from their Student's account even when there is a credit balance, unless the said credit balance was specifically deposited for onward withdrawal and this was communicated by the sponsor or by the Student (in the case of self-sponsored Students) to the Student Finance office.
- c. Self-sponsored Students who have graduated and remain with a credit balance may be allowed to withdraw the balance if they never received any scholarship (except merit scholarship) from AUA.
- d. All withdrawals that meet the requirements in (b) and (c) above must be acted upon by the AUA Budget and Finance Committee.

## D. Scholarships

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Students can apply for scholarships. The Adventist University of Africa has several scholarship funds, namely:

1. The Brempong Owusu-Antwi Scholarship Fund
2. The Baker Worthy Student Scholarship Fund
3. Merit scholarship

Details and guidelines of these funds are available on the AUA website under the Finance and scholarships tab.

## E. How To Make Payments To AUA

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There are several options that one can use to make a payment to AUA.

1. Debit or Credit Card Swipe

Students who are physically on campus can make payments using their debit or credit cards by going to the cashier's office and swiping.

2. Bank Transfers and Cash Deposits

**| The following bank details can be used to remit fees to AUA:**

### Eco bank USD Account

- Bank Code: 043
- Branch Code: 024
- A/C Name: Adventist University of Africa
- A/C No: 6670000139
- Bank Swift Code: ECOCKENA
- Paybill Number: 203896

### Eco bank KES Account

- Bank Code: 043
- Branch Code: 024
- A/C Name: Adventist University of Africa
- A/C No: 6670000030
- Bank Swift Code: ECOCKENA
- Paybill Number: 203896

3. Mobile Money (M-Pesa)

**| To use mobile money to make payments to AUA, follow the steps outlined below:**

- i. Go to M-PESA menu on your phone
- ii. Go to Lipa na M-PESA, PayBill option
- iii. Enter the AUA's business number which is 203896
- iv. Where it asks for "account number," enter the purpose for the payment e.g. Hostel, Library, Fees, etc.
- v. Enter amount
- vi. Enter M-PESA pin
- vii. SMS confirmation will be received on your phone

#### 4. Paypal online payment

AUA uses PayPal for online payments. You can pay from your PayPal account or your Debit/Credit card account. It must be noted, however, that for using this service, PayPal will deduct a charge ranging between 4% and 7% of the payment amount, depending on the amount.

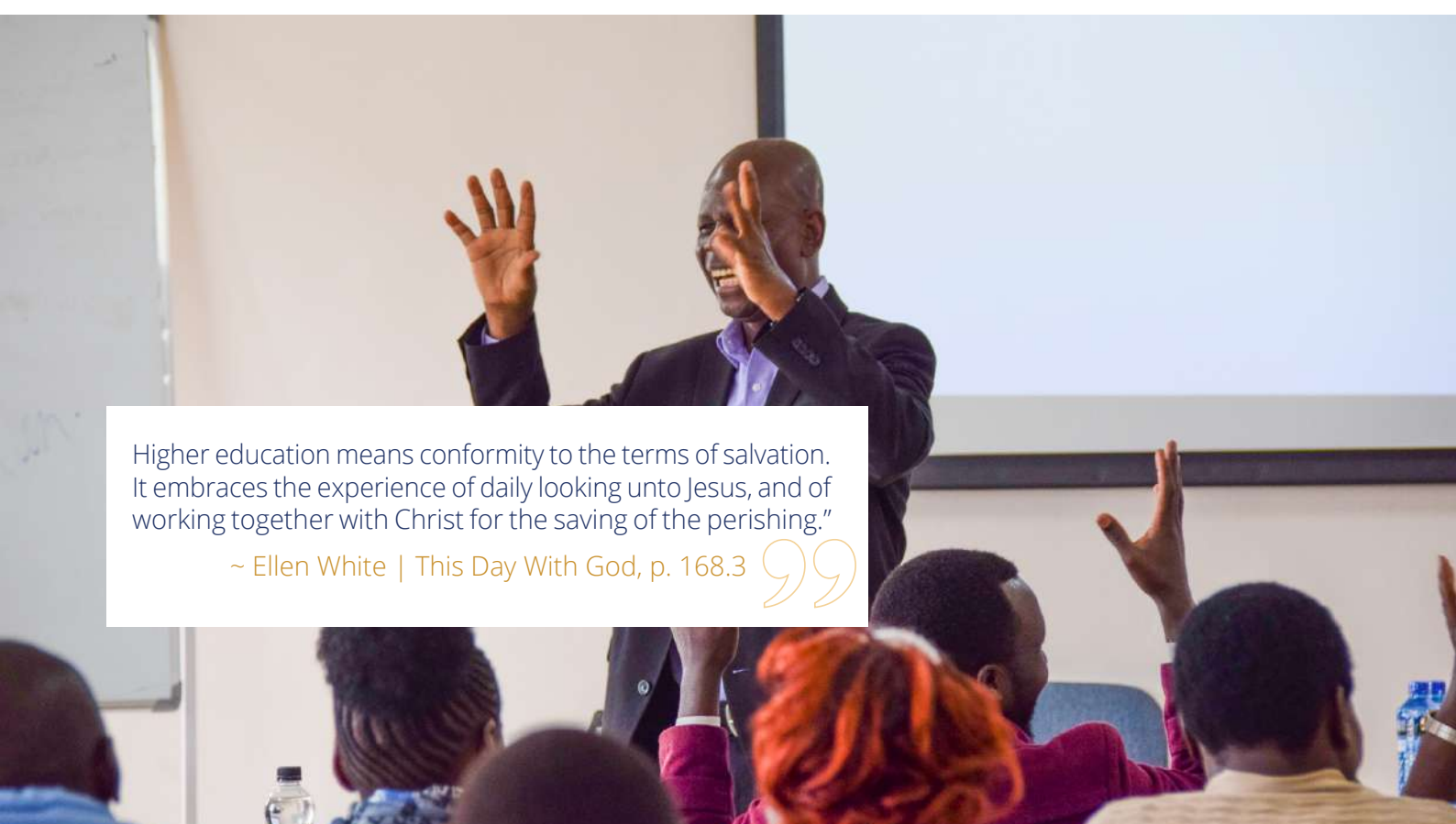
**| Please follow the steps outlined hereunder:**

- a. On our website ([www.aua.ac.ke](http://www.aua.ac.ke)), under the “Finance and Scholarship” tab, click on “Make Payments.”
- b. On the right-hand side of the screen, you will see where you must state the reason for your payment and the amount. Please insert accordingly.
- c. After inputting the reason for payment (e.g. fees) and the amount, choose whether you want to pay through PayPal or through Debit/Credit card. Only choose PayPal if you have a PayPal account or are ready to create one
- d. If you choose PayPal, follow the usual prompts to make your payment.
- e. If you choose the Debit/Credit card option, simply insert the required details and ensure accuracy and correctness then click Pay Now.
- f. Once you click on Pay Now, you should see on your screen:
  - i. Your reason for payment
  - ii. The amount paid
  - iii. The message saying “Thank you for your payment”
- g. Immediately you will receive proof of payment from ‘service@paypal.com’ in your email. Send this proof of payment to Student Finance Officer using [studentfinance@aua.ac.ke](mailto:studentfinance@aua.ac.ke) email.

#### 5. Debit/credit card online payment

#### 6. Inter-Denominational Transfers:

Students who work for the SDA church in any part of the world field can arrange with their respective Treasurers or Chief Financial Officers to have credit memos sent through denominational channels to AUA for their fees. Since memos between denominational organizations sometimes take a while, such arrangements must be done well in advance before the financial clearance period.



Higher education means conformity to the terms of salvation. It embraces the experience of daily looking unto Jesus, and of working together with Christ for the saving of the perishing.”

~ Ellen White | This Day With God, p. 168.3



# F. Notes And Exhibits

## 1. Masters Tuition Fees Tier System

Tier	Country	Union
<b>A</b>	Ethiopia	Ethiopian Union Mission
	Burundi	Burundi Association
	Liberia	West African Union Mission (WAUM)
	Madagascar	Indian Ocean Union Conference
	Nigeria	Western Nigeria Union Conference (WNUC)
	Nigeria	Northern Nigeria Union Conference (NNUC)
	Nigeria	South-West Conference Nigeria
	Nigeria	Eastern Nigeria Union Conference (ENUC)
	South Sudan	South Sudan Attached Territory
	Angola	South-Western Angola Union Mission
	Angola	North-Eastern Angola Union Mission
	Rwanda	Rwanda Union Mission
	Mauritius	Indian Ocean Union Conference
	Sierra Leone	West African Union Mission (WAUM)
	Guinea	West Africa Union Mission (WAUM)
<b>B</b>	Rwanda	Adventist University of Central Africa
	Mozambique	Mozambique Union Mission
	Uganda	Uganda Union Mission
	Republic of Congo	East Congo Union Mission
	Zimbabwe	Zimbabwe Union Conference
	Zimbabwe	Zimbabwe East Union Conference
	Zimbabwe	Zimbabwe West Union Conference
	Tanzania	Southern Tanzania Union Mission
	Tanzania	Northern Tanzania Union Conference
Republic of Congo	West Congo Union Mission	
<b>C</b>	Republic of Congo	North East Congo Union Mission
	Zambia	Northern Zambia Union Conference
	Malawi	Malawi Union Conference
	Cameroon	Cameroon Union Mission
	Ghana	Southern Ghana Union Conference
		Northern Ghana Union Conference (NGUC)
		Northern Ghana Union Conference (NGUC)

Tier	Country	Union
D	Seychelles	Seychelles Mission
	Senegal	Western Sahel Union Mission (WSUM)
	Gambia	Western Sahel Union Mission (WSUM)
	Guinea-Bissau	Western Sahel Union Mission (WSUM)
	Cape Verde	Western Sahel Union Mission (WSUM)
	Mali	Western Sahel Union Mission (WSUM)
	Kenya	West Kenya Union Conference (WKUC)
	Kenya	East Kenya Union Conference(EKUC)
	Togo	East Sahel Union Mission (ESUM)
	Burkina Faso	East Sahel Union Mission (ESUM)
	Cote d'Ivoire	East Sahel Union Mission (ESUM)
	Niger	East Sahel Union Mission (ESUM)
	Gabon	Central Africa Union Mission (CAUM)
	Eswatini	Eswatini Conference
	Lesotho	Lesotho Conference
	Namibia	Namibia South Conference
Central African Republic	Central Africa Union Mission (CAUM)	
E	South Africa	South Africa Union Conference
	Namibia	North Namibia Conference
	Mauritius	
	Botswana	Botswana Union Conference
	North America	
	Europe	
	Australia	
	Reunion	IOUC





Under changed conditions, true education is still conformed to the Creator's plan, the plan of the Eden school. Adam and Eve received instruction through direct communion with God; we behold the light of the knowledge of His glory in the face of Christ."

~ Ellen White | *This Day With God*, p. 30





07

# School of Postgraduate Studies



# Message from the Dean

“

**As you embark or continue on this important journey of your postgraduate studies, always remember why you are here: to fulfill the plan God has made for you—a plan to prosper you to fit for His service in this world and the world to come.”**

Welcome to the School of Postgraduate Studies (SPS)

It is a great joy and privilege to welcome you to the School of Postgraduate Studies (SPS). SPS will endeavor to challenge your brain to excel, guide your heart to connect more strongly with God, encourage you to mutual support and respect, and foster your life's holistic development. I thank you and praise God for your joining SPS.

As you embark or continue on this important journey of your postgraduate studies, always remember why you are here: to fulfill the plan God has made for you—a plan to prosper you to fit for His service in this world and the world to come. Therefore, prepare effectively by sharpening your mental knowledge and skills required to contribute effectively to society in this 21st century. Do not settle for mediocrity. Also, remember that this world is not our final home—it is temporary. So, whatever you do, always keep it in light of eternity.

You are not left alone in this academic journey. Several resources are available to guide and assist you. The academic bulletin provides information about the processes, requirements, policies, and guidelines the University has put in place to guide you successfully. Your lecturers and professors are there to support you so that you can reach your full academic potential while studying at SPS. Your programme coordinator is there to guide you in your whole programme and make sure you receive the needed support and have access to the necessary resources. Your head of the department will also provide you with more support if you encounter challenges beyond the scope of your programme coordinator.

Our programmes prepare students with the moral depth and intellectual intensity necessary to meet the challenges of the 21st century. Plan intentionally to make the most of your time here as you advance your career goals with us. May God bless your academic journey at the School of Postgraduate Studies.

**Bonde, Lossan, PhD.**

Dean School of Postgraduate Studies, Associate Professor of Computer Science

E: [spsdean@aua.ac.ke](mailto:spsdean@aua.ac.ke)

## Faculty

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Nwaomah, Angela, PhD

Nyakora, Musa, PhD

Odhiambo, Janet, DrPH

Ponyatovskiy, Lilia, PhD

Razafiarivony, Marie-Anne, PhD

Tchamba, Gisele, PhD

Chacha, Elaine, PhD

# Department of Applied Sciences

## Department Head:

— Bonde, Lossan, PhD

### Master of Public Health (MPH)

#### | Specializations:

- a. Health Promotion
- b. Environmental Health
- c. Nutrition

### MSc – Master of Science in Applied Computer Science

#### | Specializations:

- a. Cybersecurity

### Doctor of Philosophy of Public Health (PhDPH)

#### | Specializations:

- a. Health Promotion
- b. Epidemiology and Disease Control
- c. Nutrition and Wellness

# Department of Social Sciences

## Department Head:

— Nyakora, Musa, PhD

### MBA – Master of Business Administration

#### | Specializations:

- a. Accounting
- b. Finance
- c. Management
- d. Information Systems
- e. Hospital Administration

### MA – Master of Arts in Leadership

#### | Specializations:

- a. Business Leadership
- b. Church Leadership
- c. Educational Leadership

### PhD – Doctor of Philosophy in Leadership

#### | Specializations:

- a. Organizational Leadership
- b. Business Leadership



# Philosophy, Vision, Mission, and Goals

## Philosophy

As part of an Adventist institution of higher learning, the School of Postgraduate Studies (SPS) considers itself 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 a balanced development of the whole person— intellectually, physically, socially, and spiritually—while developing professional leaders with strong academic skills. The SPS community sees true education as redemptive. It focuses on restoring the image of God in human beings, nurturing them as thinkers, and not mere reflectors of others' thoughts, and promoting a 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 creation and dissemination, search for and integration of 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 endeavors 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-under-girded 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 worldview that is permeated with the Adventist perspective, philosophy and mission, and integrated into every academic programme. This worldview calls for compassionate behavior towards others, and recognition of the dignity and value of every human being who is created in the image of God.

## Vision

An entity that develops wholistic competent Christian scholars for service.

## Mission

To advance Christ's mission through society development and scholarship.

## 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 analyze, 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, respectful of cultural diversity and individual differences.
7. A commitment to wholistic development, 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.

## SPS Research Handbook

Students who graduate from SPS at AUA will be expected to demonstrate proficiency in research through the selection and completion of a project, thesis, or dissertation. Please refer to the SPS Research Handbook for details on the student research process.

# Department of Applied Sciences

**Department Head:** Bonde, Lossan, PhD

Master of Public Health (MPH)

Master of Science in Applied Computer Science (MSc)

Doctor of Philosophy in Public Health

## Master of Public Health

**Program Coordinator:** Odhiambo, Janet, DrPH

The Master of Public Health (MPH) program 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 program aims to directly impact the well-being of our students, the people of the African continent, and the world at large. Through educational programs, 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.

### Program Philosophy

The philosophy of the MPH program is derived from the basic beliefs of the Seventh-day Adventist Church and the mission of the University. The program recognizes 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 program emphasizes 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 program, 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 programs and policies to protect and promote environmental health.
8. Plan, develop, and implement health intervention programs 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

1. Have a bachelor's degree with a minimum CGPA of 3.00 on a 4-point scale or its equivalent grade of 60%. Applicants with a CGPA of 2.5 to 2.99 or 55% to 59% may be accepted on probation.
2. Applicants are to meet the following prerequisites as having been taken at the undergraduate level:
  - a. Human Anatomy and Physiology/Human Biology (3 Credits)
  - b. Human Nutrition (3 Credits)
3. Must demonstrate proficiency in English.
4. Have two Recommendations completed online: One from a religious leader and one from your previous University or from your employing organization. The applicant should seek the consent of the referee before submitting their details.

## Graduation Requirements

1. Successfully complete a minimum of 36 credits of course work with a minimum passing grade of C and a project/thesis equivalent to 6 credits, making a total of 42 Credits.
2. Attain a minimum CGPA of 2.75 (on the 4.0 scale).
3. Successfully complete the research project/thesis.

MPH - Full Time – 2 years (3 Semesters) – Total 46 Credits			
Year 1		Year 2	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
15	15	12	Thesis/Project

MPH – Part Time – 3 years (3 Sessions) – Total 46 Credits		
Year 1 - Session 1	Year 2 - Session 2	Year 3 - Session 3
15	15	12

Requirements	Credits
Core Courses	12
Specialization	15
Research & Thesis/Project	15
<b>Total</b>	<b>42</b>

### Specialization

- » Health Promotion
- » Nutrition
- » Environmental Health

Core Courses		
Code	Course Title	Credits
<b>PHHP 626</b>	Health Promotion Theory and Practice	3
<b>PHGP 627</b>	Programme Planning, Evaluation, & Grant Writing	3
<b>PHEH 636</b>	Environmental Health & Disaster Management	3
<b>SPSB 601</b>	Faith, Religion & Society	3
<b>Total</b>		<b>12</b>

### Specialization Courses

Health Promotion		
Code	Course Title	Credits
<b>PHNU 620</b>	Public Health Nutrition	3
<b>PHHP 652</b>	Substance Abuse & Mental Health	3
<b>PHHP 654</b>	Disease Prevention, Control, & Lifestyle	3
<b>PHPE 650</b>	Adventist Health Philosophy & Public Health Ethics	3
<b>PHHP 668</b>	Global Health Issues	3
<b>Total</b>		<b>15</b>

Nutrition		
Code	Course Title	Credits
<b>PHNU 620</b>	Public Health Nutrition	3
<b>PHPE 650</b>	Adventist Health Philosophy & Public Health Ethics	3
<b>PHNU 693</b>	Maternal and Child Health	3
<b>PHNU 623</b>	Human Nutritional Needs	3
<b>PHNU 668</b>	Global Nutritional Health Issues	3
<b>Total</b>		<b>15</b>

Environmental Health		
Code	Course Title	Credits
<b>PHPE 650</b>	Adventist Health Philosophy & Public Health Ethics	3
<b>PHEH 663</b>	Water and Food Safety	3
<b>PHEH 644</b>	Occupational Health and Safety	3
<b>PHEH 681</b>	Environmental Health Risk Assessment	3
<b>PHEH 668</b>	Global Environmental Health Issues	3
<b>Total</b>		<b>15</b>

Research		
Code	Course Title	Credits
PHRM 611	Biostatistics	3
SPSR 610	Graduate Research	3
PHEM 645	Epidemiological Methods	3
PHRM 695	Research Project/Thesis	6
<b>Total</b>		<b>15</b>

### Full time Schedule

Health Promotion		
<b>Year 1   First Semester</b>		
PHPE 650	Adventist Health Philosophy & Public Health Ethics	3
PHHP 626	Health Promotion Theory & Practice	3
PHRM 611	Biostatistics	3
SPSB 601	Faith, Religion, & Society	3
SPSR 610	Graduate Research	3
<b>Total</b>		<b>15</b>
<b>Year 1   Second Semester</b>		
PHEH 636	Environmental Health & Disaster Management	3
PHNU 620	Public Health Nutrition	3
PHGP 627	Programme Planning, Evaluation, & Grant Writing	3
PHHP 668	Global Health Issues	3
PHEM 645	Epidemiological Methods	3
<b>Total</b>		<b>15</b>
<b>Year 2   First Semester</b>		
PHHP 654	Disease Prevention, Control, & Lifestyle	3
PHHP 652	Substance Abuse & Mental Health	3
PHRM 695	Research Project/Thesis	6
<b>Total</b>		<b>12</b>
<b>Year 2   Second Semester</b>		
	Thesis/Project Writing	0
<b>Grand Total Credit Hours</b>		<b>42</b>

Nutrition		
<b>Year 1   First Semester</b>		
<b>PHPE 650</b>	Adventist Health Philosophy & Public Health Ethics	3
<b>PHHP 626</b>	Health Promotion Theory and Practice	3
<b>PHRM 611</b>	Biostatistics	3
<b>SPSB 601</b>	Faith, Religion, & Society	3
<b>SPSR 610</b>	Graduate Research	3
<b>Total</b>		<b>15</b>
<b>Year 1   Second Semester</b>		
<b>PHEH 636</b>	Environmental Health & Disaster Management	3
<b>PHNU 620</b>	Public Health Nutrition	3
<b>PHNU 668</b>	Global Nutrition Health Issues	3
<b>PHGP 627</b>	Programme Planning, Evaluation, & Grant Writing	3
<b>PHEM 645</b>	Epidemiological Methods	3
<b>Total</b>		<b>15</b>
<b>Year 2   First Semester</b>		
<b>PHNU 623</b>	Human Nutritional Needs	3
<b>PHNU 693</b>	Maternal & Child Health	3
<b>PHRM 695</b>	Research Project/Thesis	6
<b>Total</b>		<b>12</b>
<b>Year 2   Second Semester</b>		
	Thesis/Project Writing	0
<b>Grand Total Credit Hours</b>		<b>42</b>

Environmental Health		
<b>Year 1   First Semester</b>		
<b>PHPE 650</b>	Adventist Health Philosophy & Public Health Ethics	3
<b>PHHP 626</b>	Health Promotion Theory and Practice	3
<b>PHRM 611</b>	Biostatistics	3
<b>SPSB 601</b>	Faith, Religion, & Society	3
<b>SPSR 610</b>	Graduate Research	3
<b>Total</b>		<b>15</b>

Year 1   Second Semester		
<b>PHEH 636</b>	Environmental Health & Disaster Management	3
<b>PHGP 627</b>	Programme Planning, Evaluation, & Grant Writing	3
<b>PHEH 668</b>	Global Environmental Health Issues	3
<b>PHEH 644</b>	Occupational Health & Safety	3
<b>PHEM 645</b>	Epidemiological Methods	3
<b>Total</b>		<b>15</b>
Year 2   First Semester		
<b>PHEH 663</b>	Water & Food Safety	3
<b>PHEH 681</b>	Environmental Health Risk Assessment	3
<b>PHRM 695</b>	Research Project/Thesis	6
<b>Total</b>		<b>15</b>
Year 2   Second Semester		
	Thesis/Project Writing	0
<b>Grand Total Credit Hours</b>		<b>42</b>

### Part time Schedule

Health Promotion		
Year 1   Session 1		
<b>PHPE 650</b>	Adventist Health Philosophy & Public Health Ethics	3
<b>PHHP 626</b>	Health Promotion Theory & Practice	3
<b>PHRM 611</b>	Biostatistics	3
<b>SPSR 601</b>	Faith, Religion, & Society	3
<b>SPSR 610</b>	Graduate Research	3
<b>Total</b>		<b>15</b>
Year 2   Session 2		
<b>PHEH 636</b>	Environmental Health & Disaster Management	3
<b>PHNU 620</b>	Public Health Nutrition	3
<b>PHGP 627</b>	Programme Planning, Evaluation, & Grant Writing	3
<b>PHHP 668</b>	Global Health Issues	3
<b>PHEM 645</b>	Epidemiological Methods	3
<b>Total</b>		<b>15</b>
Year 3   Session 3		
<b>PHHP 652</b>	Substance Abuse & Mental Health	3
<b>PHHP 654</b>	Disease Prevention, Control, & Lifestyle	3
<b>PHRM 695</b>	Research Project/Thesis	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Nutrition		
Year 1   Session 1		
<b>PHPE 650</b>	Adventist Health Philosophy & Public Health Ethics	3
<b>PHHP 626</b>	Health Promotion Theory and Practice	3
<b>PHRM 611</b>	Biostatistics	3
<b>SPSB 601</b>	Faith, Religion, & Society	3
<b>SPSR 610</b>	Graduate Research	3
<b>Total</b>		<b>15</b>
Year 2   Session 2		
<b>PHEH 636</b>	Environmental Health & Disaster Management	3
<b>PHNU 620</b>	Public Health Nutrition	3
<b>PHNU 668</b>	Global Nutrition Health Issues	3
<b>PHGP 627</b>	Programme Planning, Evaluation, & Grant Writing	3
<b>PHEM 645</b>	Epidemiological Methods	3
<b>Total</b>		<b>15</b>
Year 3   Session 3		
<b>PHNU 623</b>	Human Nutritional Needs	3
<b>PHNU 693</b>	Maternal & Child Health	3
<b>PHRM 695</b>	Research Project/Thesis	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Environmental Health		
Year 1   Session 1		
<b>PHHM 647</b>	Adventist Philosophy of Health	3
<b>PHHP 626</b>	Health Promotion Theory and Practice	3
<b>PHRM 611</b>	Biostatistics	3
<b>PHEH 636</b>	Environmental Health & Disaster Management	3
<b>PHET 662</b>	Ethics in Public Health	3
<b>Total</b>		<b>15</b>
Year 2   Session 2		
<b>PHEH 681</b>	Environmental Health Risk Assessment	3
<b>PHGP 627</b>	Programme Planning, Evaluation, & Grant Writing	3
<b>PHEH 638</b>	Sanitation & Waste Management	3
<b>PHEH 644</b>	Occupational Health & Safety	3
<b>PHEM 645</b>	Epidemiological Methods	3
<b>Total</b>		<b>15</b>

## Year 3 | Session 3

<b>PHEH 663</b>	Water & Food Safety	3
<b>PHEH 668</b>	Global Environmental Health Issues	3
<b>PHRM 695</b>	Research Project/Thesis	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Course Descriptions

### CORE COURSES

#### *SPSB 601: Faith, Religion, and Society (3 Credits)*

This course explores the role of faith and religion in shaping society, culture, and human behavior, with special attention to the enduring relevance of a biblical worldview. The course emphasizes that authentic faith in God not only transforms individual lives but also provides the moral and spiritual foundations for stable families, ethical governance, and flourishing communities. Students will examine classic sociological theories of religion—including Max Weber’s analysis of the Protestant ethic and the spirit of capitalism, Émile Durkheim’s view of religion as the “glue” of social solidarity, and Peter Berger’s insights into the “sacred canopy.” While these theories often interpret religion through secular frameworks, the course will critically engage them in light of Scripture and Christian theology, affirming that faith is more than a social construct—it is a divine reality that speaks into every dimension of human existence.

#### *PHHP 626: Health Promotion Theory and Practice (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, nation, organization, and policy levels to reach a state of complete physical, mental, social, and spiritual well-being. The course fosters students’ critical thinking around social determinants of health and approaches to health intervention. It aims to build students’ understanding of key theoretical concepts and principles in health promotion, and of contemporary challenges in the practice of health promotion. A special attention is given to community health education assessment, the writing of goals and objectives, understanding of programme types, application of the laws of learning, and of the behavioral component in the Health Promotion planning process.

#### *PHGP 627: Programme Planning, Evaluation, & Grant Writing (3 Credits)*

This course provides students with the concepts, knowledge, skills, and methodologies needed to undertake designing, implementing, monitoring, and evaluating programmes in Public Health both domestically and internationally. The course is a continuation of health promotion theory and practice in that based on the need’s assessment and problem identification, a budget and intervention plan are put in place. Specific activities, timeline for implementation, resource allocation, marketing, and strategies are reviewed. In addition, it 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 of Public Health programmes. The course will also focus on grant and proposal writing covering the research and prospect identification process, identifying potential grant sources, and developing the attitude and fortitude needed to write competitive grant proposals successfully. By writing and reviewing proposals, students gain competence in writing typical grant proposal components, including a statement of need/ rationale, implementation strategies, outcomes, personnel, evaluation, budget, attachments, and an executive summary.

#### *PHEH 636: Environmental Health & Disaster Management (3 Credits)*

This course provides an integrated introduction to environmental health, examining how environmental factors interact with agent and host characteristics to influence population health and well-being. Using population and community-based perspectives, the course explores the development of environmental health problems and the interaction between individuals, communities, and their environments. Emphasis is placed on disease causation by chemical, physical, and biological agents, their sources and reservoirs, modes of transmission, and evidence-based methods of prevention and control. The course also addresses sanitation and waste management as critical components of environmental health practice. Students will examine best practices in community sanitation, solid waste management, and the handling, treatment, and disposal of toxic and hazardous wastes, with attention to protecting public health, preventing environmental degradation, and safeguarding groundwater. Environmental

health and safety aspects of waste collection, treatment, disposal, and the regulatory frameworks governing waste management are discussed.

In addition, the course reviews the public health consequences of natural and man-made disasters, principles of emergency preparedness and response, and the management of disaster casualties. Topics include outbreak control, physical and psychological needs of affected populations, recovery processes, and coordination of emergency relief operations. Throughout the course, theoretical concepts are reinforced through field-based and practitioner-oriented perspectives, enabling students to apply environmental health principles to real-world public health practice.

### ***PHRM 611: Biostatistics (3 Credits)***

The course will deal with data collection, organization, analysis, interpretation, and presentation of numerical data for health sciences. The course will also provide students with an understanding of statistical reasoning in public health research in order to develop their ability to read and critically evaluate the statistical section of journal articles. Additionally, the course introduces students to the application of various statistical concepts and procedures and their associated technical and computing aspects to enable them to analyze a set of data. The topics discussed throughout this course are presented in an order which allows the development, analysis, and interpretation of statistical knowledge in a stepwise fashion, which progresses from the basics to the more complex.

### ***SPSR 610: Graduate Research (3 Credits)***

This cross-disciplinary course equips graduate students with the essential tools to design, execute, and evaluate academic research. Students will explore the complete research lifecycle, learning how to transform an idea into a viable research question and select the best methodological path to answer it. Covering both qualitative and quantitative approaches, the course emphasizes ethical practices, methodological rigour, and critical analysis. The students will leave prepared to tackle your thesis and contribute valuable knowledge to their field with confidence.

### ***PHEM 645: Epidemiological Methods (3 Credits)***

The purpose of this course is to present 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. This course enables the learner to comprehend the general principles involved in understanding the frequency, distribution, and etiology of acute and chronic diseases, and the methods for disease surveillance and control. The student learns the epidemiological principles, and procedures for surveillance, and their application in the occurrence of health-related events in the population. An introductory overview of biostatistics concepts and skills that are necessary for epidemiological practice are addressed. The learner will be empowered to work through epidemiological studies to identify, describe and measure the distribution of health and disease, and their determinants, in a specific population. By collecting data and analyzing disease incidence and prevalence, effective interventions and preventions can be realized. An emphasis is put on the epidemiology of lifestyle-related diseases.

### ***PHRM 695: Research Thesis/Project (6 Credits)***

For the culminating phase of the coursework, each student is required to write either a thesis or a project. The thesis course requires conceptualizing and carrying on a complete empirical study. It requires a proposal defense before data collection and a final defense to present the findings of the study. The project course is more practical in nature. It does not require a systematic empirical study.

## SPECIALIZATION COURSES

### HEALTH PROMOTION SPECIALIZATION

#### ***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.

#### ***PHHP 652: Substance Abuse & Mental Health (3 Credits)***

Using an interdisciplinary approach to study mental health, mental illness, and substance use, students will examine a variety of perspectives and contextual factors used to explore issues and concepts of mental health. Distribution patterns, risk factors, organization of health systems, and societal efforts toward prevention and treatment of substance abuse will be reviewed. A focus will be placed on understanding the social determinants of substance abuse, effect of substance on mental health and explore issues from a population and public health perspective.

#### ***PHHP 654: Disease Prevention, Control, and Healthy lifestyle (3 Credits)***

This course is designed to provide practical knowledge of disease prevention in population health. The course will identify risk 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, malaria, diarrheal disease and STI). The dimensions of wellness and their contribution to overall health and wellbeing will be reviewed. Health promotion and disease prevention measures will be discussed with focus on nutrition, physical activity, emotional wellness, stress management, injuries, violence, personal choices and behavior.

#### ***PHPE 650: Adventist Health Philosophy & Public Health Ethics (3 Credits)***

This course integrates biblical and Adventist perspectives on healthy living with ethical theory and practice in public health. It explores biblical concepts and historical perspectives of healthy lifestyles, including the contribution of Ellen G. White in shaping the Adventist health message, with emphasis on balance, moderation, and holistic well-being. The course also examines foundational concepts of human physiology and pathophysiology, major lifestyle-related diseases, and principles of sanitation, hygiene, and disease transmission, alongside evidence-based lifestyle intervention programmes.

In parallel, the course addresses ethical theories and contemporary ethical issues in public health and health policy, highlighting the importance of social legitimacy and public trust in effective public health practice. Key topics include resource allocation, the use of summary measures of health, the right to health care, and tensions between individual autonomy and population-level health promotion. Central public health values such as human rights, social justice, equality, community, solidarity, non-discrimination, stigma, power structures, coercion, and the common good are critically examined within both faith-based and secular public health contexts.

#### ***PHHP 668: Global Health Issues (3 Credits)***

Global Health Issues is a pertinent area of public health that pertains to health problems, and concerns that transcend national boundaries, and which may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions. This course presents an overview of the world's vast diversity of determinants of health and disease. Learners will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. As a learner you will have an opportunity to critically appraise health systems in different parts of the world. You will learn about the current and emerging global health priorities, including emerging infectious diseases such as Corona and Ebola, poverty, conflicts and emergencies, health inequity, principles and impact of health systems reforms, and major global initiatives for disease prevention and health promotion.

## NUTRITION SPECIALIZATION

### ***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 623: Human Nutritional Needs (3 Credits)***

This course provides a comprehensive examination of human nutrition and integrated nutrient metabolism, focusing on the roles of macro-nutrients (carbohydrates, lipids, proteins, fiber) and micro-nutrients (vitamins and minerals) in human health and disease. Emphasis is placed on the structural properties, digestion, absorption, metabolism, regulation, and physiological functions of nutrients, as well as their role in energy balance, fuel utilization, and homeostatic maintenance. Students will develop an in-depth understanding of how nutrient metabolism responds to food intake and influences normal physiological function and disease processes.

The course also explores the relationships between nutrition and chronic, nutrition-related diseases, drawing on evidence from population nutrition studies, including mortality trends, life expectancy, and diet–disease relationships. Learners will be equipped to translate scientific knowledge into practical nutritional protocols and public health programmes aimed at promoting healthful living, disease prevention, and optimal wellness. Current research on nutrient utilization and its impact on health outcomes will be critically reviewed, with applications in nutrition therapy and public health nutrition practice.

Students enrolling in this course are expected to have prior coursework in ***Biochemistry or Nutritional Metabolism (or equivalent)***.

### ***PHPE 650: Adventist Health Philosophy & Public Health Ethics (3 Credits)***

This course integrates biblical and Adventist perspectives on healthy living with ethical theory and practice in public health. It explores biblical concepts and historical perspectives of healthy lifestyles, including the contribution of Ellen G. White in shaping the Adventist health message, with emphasis on balance, moderation, and holistic well-being. The course also examines foundational concepts of human physiology and pathophysiology, major lifestyle-related diseases, and principles of sanitation, hygiene, and disease transmission, alongside evidence-based lifestyle intervention programmes.

In parallel, the course addresses ethical theories and contemporary ethical issues in public health and health policy, highlighting the importance of social legitimacy and public trust in effective public health practice. Key topics include resource allocation, the use of summary measures of health, the right to health care, and tensions between individual autonomy and population-level health promotion. Central public health values such as human rights, social justice, equality, community, solidarity, non-discrimination, stigma, power structures, coercion, and the common good are critically examined within both faith-based and secular public health contexts.

### ***PHNU 668: Global Nutritional Health Issues (3 Credits)***

Global Nutritional Health Issues is a pertinent area of public health nutrition that pertains to nutrition problems, and concerns that transcend national boundaries, and which may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions. This course presents an overview of the world's vast diversity of determinants of nutritional health and disease. Learners will be introduced to the complex tapestry of social, economic, political, and nutritional factors that affect the health of populations globally. As a learner you will have an opportunity to critically appraise health systems in different parts of the world. You will learn about the current and emerging global nutritional health priorities, including emerging nutritional conditions such as under-nutrition, over-nutrition, malnutrition, poverty, childhood nutritional problems, health inequity, principles and impact of health systems reforms, and major global initiatives for disease prevention and health promotion.

### ***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.

## ENVIRONMENTAL HEALTH SPECIALIZATION

### ***PHEH 644: Occupational Health and Safety (3 Credits)***

The purpose of the course is to promote occupational health and a safe environment, identifying and analyzing 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.

### ***PHPE 650: Adventist Health Philosophy & Public Health Ethics (3 Credits)***

This course integrates biblical and Adventist perspectives on healthy living with ethical theory and practice in public health. It explores biblical concepts and historical perspectives of healthy lifestyles, including the contribution of Ellen G. White in shaping the Adventist health message, with emphasis on balance, moderation, and holistic well-being. The course also examines foundational concepts of human physiology and pathophysiology, major lifestyle-related diseases, and principles of sanitation, hygiene, and disease transmission, alongside evidence-based lifestyle intervention programmes.

In parallel, the course addresses ethical theories and contemporary ethical issues in public health and health policy, highlighting the importance of social legitimacy and public trust in effective public health practice. Key topics include resource allocation, the use of summary measures of health, the right to health care, and tensions between individual autonomy and population-level health promotion. Central public health values such as human rights, social justice, equality, community, solidarity, non-discrimination, stigma, power structures, coercion, and the common good are critically examined within both faith-based and secular public health contexts.

### ***PHEH 663: Water and Food Safety (3 Credits)***

Food hygiene and safety usually refer to contamination with 'microorganisms'. The course introduces students to unhygienic and unsafe food but with strong emphasis on good hygienic practices to prevent and control food-borne diseases. They will also touch on food control, and some necessary measures that can contribute to food hygiene and safety. Secondly, the course will also introduce students to safe and unsafe household drinking water. The students will learn the public health impacts of unsafe drinking water and about different methods for treating water at the household level.

### ***PHEH 668: Global Environmental Health Issues (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

### ***PHEH 681: Environmental Health Risk Assessment (3 Credits)***

The purpose of the 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 provides students with the technical and policy knowledge required to identify, assess and address important and emerging environmental health issues to reduce environmental risks to public health. The course is structured primarily on the EPA structures of assessment which is known as the most conservative method of qualitative and quantitative risk calculation. While the assessment frameworks are primarily international, African contexts will be explored through the case study should students wish to pursue it within national regulation.



# Master of Science In Applied Computer Science

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**Programme Coordinator:** Lossan Bonde, PhD

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 program.

The program seeks to train competent, committed, and honest graduates that businesses and organizations need to set up, run and maintain their IT infrastructure, and derive competitive advantage through technology.

## Philosophy of the Program

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 program is that 21st century scientists and technicians are required not only to be competent in their respective areas of specialization but also thrustworthy, reliable, committed, and accountable to God, to their employer, and their direct supervisor.

## Expected Learning Outcomes

### Program Learning Outcomes

**By the end of the Master degree program, 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. Have the capacity to be a self-starter. Students will have the entrepreneurial skills to plan, organize and start their own business with their respective field of specialization.
- f. Design and implement information Systems for decision making.
- g. Integrate ethical and moral values in the exercise of their profession.

# 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. Analyze 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.

## Admission Requirements

1. Applicants MSc in Applied Computer Science 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 CGPA of 3.00 on a 4-point scale or its equivalent grade of 60%. Applicants with a CGPA of 2.5 to 2.99 or 55% to 59% may be accepted on probation.
2. Have two recommendations completed online: One from a religious leader and one from your previous University or from your employing organization. The applicant should seek the consent of the referees before submitting their details.
3. Must demonstrate proficiency in English.

## Graduation Requirements

1. Successfully complete a minimum of 36 credits of course work and a thesis equivalent to 6 credits, making a total of 42 credits.
2. Attain a minimum cumulative GPA of 2.75 (on 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.

Duration of the Program	Years	Semesters/Sessions
Full-time	2	4
Part-time	3	3

Requirements	Credits
Core Courses	9
Specialization	18
Research & Thesis/Project	15
<b>Total</b>	<b>42</b>

**Specializations:**

- » Cybersecurity

## Core Courses

Code	Course Title	Credits
SPSB 601	Faith, Religion, and Society	3
ACSP 609	Advanced Database Systems & Database Security	3
ACSP 628	Artificial Intelligence	3
<b>Total</b>		<b>9</b>

## Specialization Courses

Cybersecurity		
ACSP 618	Security Risk Management and Policy	3
ACSP 631	IT Security	3
ACSP 632	Applied Cryptography	3
ACSP 633	Offensive Security	3
ACSP 651	Malware Analysis	3
ACSP 652	Cyber Operations and Cyber Forensics	3
<b>Total</b>		<b>18</b>

Research		
SPSR 601	Introduction to Research	3
ACSP 610	Research Methods in Computer Science	3
ACSP 676	Research Seminars	3
ACSP 680	Thesis/Project	6
<b>Total</b>		<b>12</b>

## Full-time Schedule

Cybersecurity		
Year 1   First Semester		
SPSB 601	Faith, Religion, and Society	3
ACSP 609	Advanced Database Systems & Database Security	3
SPSR 610	Graduate Research	3
ACSP 628	Artificial Intelligence	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
ACSP 618	Security Risk & Management Policy	3
ACSP 674	Research Methods in Computer Science	3
ACSP 631	IT Security	3
ACSP 632	Applied Cryptography	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
ACSP 674	Research Seminars	3
ACSP 633	Offensive Security	3
ACSP 651	Malware Analysis	3
ACSP 652	Cyber Ops and Cyber Forensics	3
	Proposal Defense	0
<b>Total</b>		<b>12</b>

Year 2   Second Semester		
ACSP 680	Thesis/Project (Writing and Defense)	6
<b>Grand Total Credit Hours</b>		<b>42</b>

### Part Time Schedule

Cybersecurity		
Year 1   Session 1		
SPSB 601	Faith, Religion, and Society	3
SPSR 610	Graduate Research	3
ACSP 609	Advanced Database Systems & Database Security	3
ACSP 618	Security Risk & Management Policy	3
ACSP 628	Artificial Intelligence	3
<b>Total</b>		<b>15</b>

Year 2   Session 2		
ACSP 674	Research Methods in Computer Science	3
ACSP 631	IT Security	3
ACSP 632	Applied Cryptography	3
ACSP 633	Offensive Security	3
ACSP 676	Research Seminars	3
	Proposal Defense	0
<b>Total</b>		<b>15</b>

Year 3   Session 3		
ACSP 651	Malware Analysis	3
ACSP 652	Cyber Ops and Cyber Forensics	3
ACSP 680	Thesis/Project (writing and defense)	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Course Descriptions

### CORE COURSES

#### *SPSB 601 Faith, Religion, and Society (3 Credits)*

This course explores the role of faith and religion in shaping society, culture, and human behavior, with special attention to the enduring relevance of a biblical worldview. The course emphasizes that authentic faith in God not only transforms individual lives but also provides the moral and spiritual foundations for stable families, ethical governance, and flourishing communities. Students will examine classic sociological theories of religion—including Max Weber’s analysis of the Protestant ethic and the spirit of capitalism, Émile Durkheim’s view of religion as the “glue” of social solidarity, and Peter Berger’s insights into the “sacred canopy.” While these theories often interpret religion through secular frameworks, the course will critically engage them in light of Scripture and Christian theology, affirming that faith is more than a social construct—it is a divine reality that speaks into every dimension of human existence.

#### *ACSP 609 Advanced Database 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. Topics covered include Advanced SQL and query optimization, Database Transactions Management, Distributed Databases, Database Security Management, Data warehouse and data marts, NoSQL Databases.

#### *ACSP 628 Artificial Intelligence (3 Credits)*

This course provides an overview of Artificial Intelligence concepts, algorithms, and techniques, with a strong emphasis on their application to cybersecurity problems. It introduces the foundations of AI, including search, optimization, machine learning, natural language processing, and computer vision, while focusing on how these techniques are applied to detect, prevent, and respond to cyber threats. The course balances introductory theory with hands-on practical work, enabling students to design, analyze, and evaluate AI-based solutions for cybersecurity challenges such as intrusion detection, malware analysis, threat intelligence, phishing detection, and security monitoring.

### RESEARCH COURSES

#### *SPSR 610 Graduate Research (3 Credits)*

This cross-disciplinary course equips graduate students with the essential tools to design, execute, and evaluate academic research. Students will explore the complete research lifecycle, learning how to transform an idea into a viable research question and select the best methodological path to answer it. Covering both qualitative and quantitative approaches, the course emphasizes ethical practices, methodological rigour, and critical analysis. The students will leave prepared to tackle your thesis and contribute valuable knowledge to their field with confidence.

#### *ACSP 674 Research Methods in Computer Science (3 Credits)*

The course prepares students to conduct research work in a field of computer and related fields, publish and present his/her results. It focuses on research methods used within the field and provides practical knowledge and skills to conduct research work and make impactful publications.

#### *ACSP 676 Research Seminars (3 Credits)*

This course guides the students through the stages of developing and completing a high-quality research thesis or project. It provides structured support in refining research problems, conducting focused literature reviews, selecting appropriate methodologies, designing experiments or system implementations, and applying ethical research principles. Students receive continuous feedback through seminar presentations, peer reviews, and supervised discussions that strengthen their academic writing, analytical skills, and research project management. The ultimate aim of the course is to enable the students to develop a defensible research proposal, laying a strong foundation for successful completion of their graduate research.

### ***ACSP 680 Thesis / Project (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.

## **CYBERSECURITY SPECIALIZATION**

### ***ACSP 631 IT 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. Finally, it addresses the what and why of IT security, the types of IT security. For each type, the common attacks are introduced as well as existing mitigation solutions.

### ***ACSP 632 Applied Cryptography (3 Credits)***

This course introduces the design principles of the most common cryptographic tools and algorithms. The understanding of the design principles helps also in identifying the strengths and weaknesses of those tools and algorithms, and therefore inform on how to apply them to ensure computing systems security. The course is not only limited to the use of the tools but it also develops the capacity of the students in implementing these tools 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 to develop good information security policy for the organization. Topics in this course include Risk management, risk assessment analysis techniques, information security policy.

### ***ACSP 633 Offensive Security (3 Credits)***

This course aims at providing the students with hacking skills and develop their competencies in penetrating testing. It enables the student to understand the mindset of hackers, their methods/techniques, and tools. The course is a lab-oriented course which focuses on skills for attacking networks; bypassing network access controls, attacking software and computing platforms. The rationale is that in-depth hacking skills are extremely useful to develop robust and secured systems. The topics covered include penetration testing, wireless attacks, evasion techniques and breaching defences.

### ***ACSP 651 Malware Analysis (3 Credits)***

This course aims at providing a deep understanding of malware analysis and how it can be implemented. It covers the concepts, techniques, and tools so that on completion of the course, students will have the knowledge and skills required to analyze and detect malicious software, investigate, and defend against malware. Topics covered include Static analysis, dynamic analysis, debugging malicious code, code injection and hooking, obfuscation techniques, memory forensics.

### ***ACSP 652 Cyber Ops and Cyber Forensics (3 Credits)***

This course prepares the student for the job of a security analyst. It equips the student with the knowledge, skills, and competencies required for the job by covering the current relevant methods, techniques, and tools used in defensive security. The topics include the role of security analyst, the threat landscape, evolution of cyber threats, common attacks methods, security analyst challenges and skills, security investigation process, security analyst.

# Doctor of Philosophy in Public Health

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## Philosophy of the Programme

The Doctor of Philosophy (PhD) in Public Health degree offered at the Adventist University of Africa (AUA) is grounded in the belief that advanced education, research, and community engagement are critical for improving population health and addressing global health challenges. The programme embodies a commitment to advancing knowledge through rigorous research. The programme places a strong emphasis on fostering an environment where cutting-edge research is conducted to address pressing public health issues. Our graduates are trained to generate new knowledge that can inform policy, practice, and innovative solutions to complex public health challenges. Secondly, the programme aimed at developing future leaders in public health through nurturing critical thinking skills and fostering an environment of intellectual curiosity. The programme is designed to challenge students to think analytically and pursue innovative solutions to emerging health issues. Thirdly, the PhD programme supports a culture of lifelong learning, ensuring that our graduates are prepared to adapt and thrive in a dynamic public health environment. Lastly, the programme aimed at training graduates who will uphold the highest ethical standards in research and practice and who will conduct research with integrity, ensuring that their work respects the dignity and rights of individuals and communities involved in public health initiatives.

## Programme Expected Learning Outcomes

### Knowledge (Cognitive):

1. Demonstrate advanced knowledge of literature, theories, and research methodologies related to advancements in public health.
2. Assess public health issues and challenges at the local, national, and global levels.

### Skills (Psychomotor):

1. Conduct advanced public health research with qualitative, quantitative, and mixed methods to guide decision-making and policy development.
2. Translate research findings into effective public health programs and interventions to achieve positive social and behavioral change.
3. Design, implement, monitor, and evaluate public health programs and interventions.
4. Teach public health courses effectively at the tertiary level.

### Attitude (Affective)

1. Embrace lifelong learning to stay current on public health developments.
2. Coordinate and collaborate with teams to effectively address issues in public health.
3. Advocate for public health equity policies for diverse populations.
4. Apply ethically grounded and service-minded health professionals through the integration of faith and learning.

## Specialization Expected Learning Outcome

### 1. Health Promotion Specialization

- a. Demonstrate the knowledge of public health evidence-based intervention programme for the benefit of behavior change
- b. Communicate effectively public health research findings to technical and non-technical audiences
- c. Demonstrate ability to advocate policy change for a healthier community

## 2. Epidemiology And Disease Control Specialization

- a. Analyse communicable diseases and apply appropriate control methods to contain them
- b. Apply epidemiological methods in the analysis of communicable and non-communicable diseases
- c. Apply the principles of disease surveillance and prevention to control and monitor the progress of an epidemic

## 3. Nutrition And Wellness Specialization

- a. Apply nutrition assessment principles in monitoring nutritional status and identify at-risk individuals, monitor and investigate diet/disease relationships.
- b. Assess the nutritional status of individuals and population groups
- c. Evaluate the lifecycle nutritional status of individuals and population groups

## Admission Requirements

1. A Master's degree in public health or a health-related field with a minimum of 41 semester credits and a minimum Cumulative Grade Point Average (CGPA) of 3.33 (on a 4-point system).

### Pre-requisite Courses

- a. Program Planning, Monitoring and Evaluation
- b. Research Methods in Public Health

### Co-requisite Courses

- a. Biostatistics
- b. Environmental Health
- c. Epidemiology

2. An applicant with a minimum of 41 semester credits and a minimum CGPA of 3.0 -3.32 will be admitted on probationary status for one semester to obtain a GPA of 3.33.

3. Successful completion of at least six (6) credits of research and statistics at the Master' level in addition to a completed and accepted thesis/project done at the Masters' level. In a situation where the applicant has not done a thesis or project, he/she must:

- a. Complete a 3-credit master's level research course if not done at the master's level.
- b. Submit a research paper of 2500-3000 words to be presented to the programme coordinator for evaluation at the department level.

4. A statement of purpose, career goals and commitment to academic excellence is required. This statement should be 1000 – 1200 words typed, and double-spaced. It should be submitted together with the other application documents.

5. Three letters of recommendation:

- a. One professional recommendation
- b. One academic recommendation
- c. One character recommendation

**Non-English-speaking students are required to demonstrate their ability to study in English by achieving a minimum entry score on a recognized English proficiency test, such as TOEFL, TOEFL iBT, IELTS, Michigan Test, PTE (Academic), or Duolingo English Test, as stipulated in Table 1 on next page.**

### English Proficiency Test Score

Test	Minimum Test Score
TOEFL	110
TOEFL iBT	80
IELTS	6
Michigan	220
PTE (Academic)	54
Duolingo English Test (Certified)	95

## Graduation Requirements

1. Completed the prescribed courses and earned a minimum of 60 credits.
2. Successfully passed the comprehensive exam.
3. Successfully completed, defended, and submitted a doctoral project or dissertation.
4. Maintained a minimum CGPA of 3.33.
5. Shall have published two journal articles in a peer-reviewed indexed journal.
6. No grade must be less than a B.

## Duration of The Program

The programme will take a minimum of three years to complete. It has a total of 60 credits with different components as shown below.

### Programme Summary

Areas	No of Courses	Credits
General Education Requirement	2	6
Core Courses	4	11
Research Courses and Dissertation	4	34
Specialization Courses	3	9
<b>Total</b>	<b>13</b>	<b>60</b>

### Programme Schedule (Full-Time)

Year 1		Year 2		Year 3
Semester 1	Semester 2	Semester 1	Semester 2	
12	12	12	8	16

### Programme Schedule (Part-Time)

Year 1		Year 2		Year 3	Year 4
Semester 1	Semester 2	Semester 1	Semester 2		
9	9	9	9	8	16

## Courses

Course Code	Course Title	Credits
<b>GENERAL REQUIREMENTS</b>		<b>6</b>
MSSN 810	Biblical Foundations & Adventist Philosophy of Health	3
MSSN 811	Public Health and Religious Issues	3
<b>CORE COURSES</b>		<b>11</b>
PHHP 823	Contemporary Public Health Issues	3
PHRM 885	Statistical Methods in Public Health	3
PHEP 889	Applied Epidemiological Research	3
PHRM 891	Doctoral Internship	2
<b>RESEARCH AND DISSERTATION</b>		<b>34</b>
PHRM 880	Seminar in Research and Dissertation Writing I	6
PHRM 882	Seminar in Research and Dissertation Writing II	6
PHRM 990	Dissertation Proposal	6
PHRM 992	Dissertation	16
<b>SPECIALIZATION</b>		<b>9</b>
<i>Health Promotion Specialization</i>		
PHHP 835	Evidence-Based Health Promotion	3
PHHP 839	Communication Strategies in Public Health	3
PHHP 849	Public Health Policy and Advocacy	3
<i>Epidemiology and Disease Control</i>		
PHEH 815	Global Disease Epidemiology and Control	3
PHEB 817	Epidemiology of Noncommunicable and Communicable Diseases	3
PHEH 820	Methods of Disease Surveillance and Prevention	3
<i>Nutrition and Wellness Specialization</i>		
PHNU 855	Clinical Nutrition	3
PHNU 857	Topics in Nutrition and Disease	3
PHNU 858	Advanced Nutrition in the Life Cycle	3

## COURSE SCHEDULES

### Full-Time Schedule

YEAR ONE SEMESTER ONE		
Course Code	Course Name	Cr
PHEP 889	Applied Epidemiological Research	3
PHRM 880	Seminar in Research and Dissertation Writing I	6
PHHP 835	Evidence-Based Health Promotion	3
<b>Total Semester Credit</b>		<b>12</b>
YEAR ONE SEMESTER TWO		
Course Code	Course Name	Cr
MSSN 811	Public Health and Religious Issues	3
PHHP 839	Communication Strategies in Public Health	3
PHRM 882	Seminar in Research and Dissertation Writing II	6
MSSN 810	Biblical Foundations & Adventist Philosophy of Health	3
<b>Total Semester Credit</b>		<b>15</b>
YEAR TWO SEMESTER ONE		
Course Code	Course Name	Cr
PHRM 885	Statistical Methods in Public Health	3
PHHP 823	Contemporary Public Health Issues	3
PHRM 990	Dissertation Proposal	6
<b>Total Semester Credit</b>		<b>12</b>
YEAR TWO SEMESTER TWO		
Course Code	Course Name	Cr
PHHP 849	Public Health Policy and Advocacy	3
PHRM 891	Doctoral Internship	2
<b>Total Semester Credit</b>		<b>5</b>
YEAR THREE SEMESTER ONE		
Course Code	Course Name	Cr
PHRM 992	Dissertation	16
<b>Total Semester Credit</b>		<b>16</b>

Part-Time Schedule

YEAR ONE SEMESTER ONE		
Course Code	Course Name	Cr
PHEP 889	Applied Epidemiological Research	3
PHRM 880	Seminar in Research and Dissertation Writing I	6
<b>Total Semester Credit</b>		<b>9</b>
YEAR ONE SEMESTER TWO		
Course Code	Course Name	Cr
MSSN 811	Public Health and Religious Issues	3
PHRM 882	Seminar in Research and Dissertation Writing II	6
<b>Total Semester Credit</b>		<b>9</b>
YEAR TWO SEMESTER ONE		
Course Code	Course Name	Cr
PHRM 885	Statistical Methods in Public Health	3
PHHP 823	Contemporary Public Health Issues	3
PHRM 990	Dissertation Proposal	6
<b>Total Semester Credit</b>		<b>12</b>
YEAR TWO SEMESTER TWO		
Course Code	Course Name	Cr
PHHP 849	Public Health Policy and Advocacy	3
MSSN 810	Biblical Foundations & Adventist Philosophy of Health	3
PHHP 839	Communication Strategies in Public Health	3
<b>Total Semester Credit</b>		<b>9</b>
YEAR THREE SEMESTER ONE		
Course Code	Course Name	Cr
PHHP 835	Evidence-Based Health Promotion	3
PHRM 891	Doctoral Internship	2
<b>Total Semester Credit</b>		<b>5</b>
YEAR THREE SEMESTER TWO		
Course Code	Course Name	Cr
PHRM 992	Dissertation	16
<b>Total Semester Credit</b>		<b>16</b>

## Course Description

### General Requirements

#### ***MSSN 810 Biblical Foundations & Adventist Philosophy of Health (3 Credits)***

A study of the elementary principles that govern the health of individuals and practical methods of keeping one's health in ideal condition for the honor of God. The course emphasizes biblical principles for restoring humankind to the image of God using a wholistic approach. The concepts studied in this course will cover Christian living, social relationships, lifestyle choices, ethical issues, stewardship, health, and spiritual growth. Students are encouraged to discover biblical principles relating to these concepts and apply them to their lives. The course will also reveal an understanding of the moral nature of humankind, their inherent value, and the ethical issues surrounding illness, suffering, and pain. The course will explore the Adventist contribution to health and well-being.

#### ***MSSN 811 Public Health and Religion Issues (3 Credits)***

This course is designed for students with both research and professional interests in Religion and Public Health. Students are introduced to broad theoretical issues in the academic study of religion and Public Health. Students are encouraged to explore real contemporary issues such as cultural, apocalyptic, and religious facing the church through research. The course will afford students the ability to engage with complex public health and religious problems present in the congregation while cultivating an awareness of the spiritual realities of the church and its members. The course will be taught collaboratively with a Professor from the Seminary.

### Core Courses

#### ***PHPH 823 Contemporary Public Health Issues (3 Credits)***

The course introduces public health advances to improve wellbeing by integrating approaches from public health principles. The course explores contemporary public health challenges at the local, national and global levels. The main focus will be on the epidemiologic basis of the public health issues, the public health institution and financing of health services in Africa and the global level, and existing approaches for progressing and resolving population wellbeing. The objective is to familiarize students with existing public health matters and recent public health research findings, evidence-based policies, and practices.

#### ***PHEP 889 Applied Epidemiological Research (3 Credits)***

An overview of the conduct and analysis of epidemiologic studies. In this course, students are introduced to the conceptual foundations of essential issues in epidemiologic methodology. The how and why a given method, design, or approach is chosen for population health study will be explored. The course will emphasize the strengths, limitations, and potential alternates for a given approach. The background and the use of standard and cutting-edge methods are considered. More so, the course covers measures of disease occurrences; measures of effect, association, and causation; epidemiologic study designs, including experimental designs (e.g., randomized clinical trials), Quasi-experimental designs, cross-over designs, cohort and case-control studies, cross-sectional surveys, meta-analysis, and decision analysis. The delivery mode of the course will include a series of lectures and discussions designed to reinforce epidemiologic concepts.

#### ***PHRM 885: Statistical Methods in Public Health (3 Credits)***

This course will focus on statistical methods and data analysis in health science research. Methods for comparing means such as t-tests and ANOVA will be first reviewed. Topics will cover categorical data analysis with contingency tables including odds ratio and risk ratios estimation, Pearson's and McNamar's Chi-square tests, Kaplan-Meier and Life-table survival curve estimation, and multiple regression models. Regression models will include linear regression, logistic models, and Cox proportional hazard models. Interpretation and data analysis skills will be emphasized. The students are expected to be able to understand the commonly used statistical methods in literature and to analyze and interpret real data using statistical software packages STATA and/or SPSS after taking this course.

#### ***PHRM 891 Doctoral Internship (2 Credits)***

This course is intended to apply knowledge gained from scholarly and scientific evidence to clinical practice and it serves a gatekeeper function in the profession. The course will cover the submission of an initial timesheet, learning objectives approved by the internship supervisor, and employer profile, submission of a mid-term report, submission of a final report, supervisor's final evaluation statement, submission of the final timesheet, submission of the post-internship survey, and final submission

## Research and Dissertation

### ***PHRM 880 Seminar in Research and Dissertation Writing I (6 Credits)***

This course will deliver different profiles of scientific writing to include types and requirements for scientific papers; orientation, logic, and five elements of successful expression. The parts of thesis writing-the outline deed; writing skills and artistry, evaluation and analysis of selected papers by students, student writing exercises, oral report, and publishing exercises, writing for peer-reviewed manuscripts, patent application, proposal for a grant application, and document preparation for technical transfer, quality analysis and evaluation of good scientific papers, and presentation practice of the individual student. Further, the course encourages the students to utilize available writing resources, improve their scientific writing skills, begin to write daily, and complete a solid draft of the specific aims and background/introduction sections of their PhD research proposal document (and possibly, additional sections, including methods) or another academic work, such as their first manuscript.

### ***PHRM 882 Seminar in Research and Dissertation Writing II (6 Credits)***

This course is a continuation of the PHRM 880 Seminar in Research and Dissertation Writing I, and it is designed for students to present their dissertation research work to faculty and their colleagues. Furthermore, the seminar prepares students for writing their final research report and the oral examination of their thesis. Topics covered will include abstracts, publishing, presentation skills, course design, participating in the peer review process, critically evaluating the scientific literature, causal inference in public health, scientific misconduct and fraud, delivering scientific presentations, scientific writing skills, scientific record-keeping, time management, and student oral presentations.

### ***PHRM 990 Dissertation Proposal (6 Credits)***

This is an independent research study that the student must present to meet the standard required by the advisory committee on the research problem in the area of concentration. The course focuses on the design and performance of research leading to a PhD degree and must be done in consultation with the advisory committee. The study must confirm that the student has conducted the research study, which reveals outstanding academic competence and a substantial contribution to knowledge. The prerequisites are the qualification for the Comprehensive Exam and admission into the Doctoral program.

### ***PHRM 992 Dissertation (16 Credits)***

The overall purpose of this course is to provide the student with a public presentation and defense of their research study. The defense occurs before a panel of judges during which the panel of judges explores the student research methods employed in conducting the study, findings, and conclusions revealed by the study, and contributions the study is expected to offer to the academic world. The course includes completing chapter four and five of the dissertation and successfully defend the dissertation before the panel members, engage in two presentations in a colloquium, and edit the dissertation for binding and signature.

## Specialization

### Health Promotion

### ***PHHP 835 Evidence-Based health Promotion (3 Credits)***

This course is intended to examine the concept of evidence-based health promotion practices. Topics will include the history and concept of Evidence Based Health Promotion, Interventional health promotion and strategies, and how to construct/identify a topic. Students will enhance their skills in the searching and review of evidence and the formative of quality of evidence by the use of existing literature.

### ***PHHP 839 Communication Strategies in Public Health (3 Credits)***

This course will employ communication strategies to enlighten and impact both communities/societies and individuals on decisions that affect health. Topics will include social cognitive and communication theories, marketing and public relations, disease prevention, communication skills in health promotion, analysis of successful and unsuccessful health promotion intervention, and quality of life.

### ***PHHP 849 Public Health Policy and Advocacy (3 Credits)***

This course provides students with skills to advocate for public health policies at all levels of government. Through lectures, class discussions, and group projects on “live” public health issues, students develop the skills to create opportunities to inform policymaking and become more effective communicating in the policymaking environment. Overall, this course will increase your familiarity with public health policy, interpretation, and public health decision-making.

## **Epidemiology And Disease Control**

### ***PHEH 815 Global Disease Epidemiology and Control (3 Credits)***

The Global Disease Epidemiology and Control will train students to use epidemiologic and biostatistical methods to design, implement, and evaluate disease control interventions. Students are also trained to be leaders in global health using epidemiological, immunological, laboratory, and statistical methods. The Global Disease Epidemiology and Control trains students to use epidemiologic and biostatistical methods to design, implement, and evaluate disease control interventions.

### ***PHEB 817 Epidemiology of Noncommunicable and Communicable Diseases (3 Credits)***

In this course, students will discover the epidemiological transition and explanations for observed trends in disease burden. The course will also cover epidemiology, risk factors and prevention and control measures for key non-communicable diseases. The role of infectious agents in disease causation and how epidemiology is used to determine this relationship will be explored. Students will develop a basic understanding of infectious disease modeling and molecular techniques in disease investigations. Through lectures, seminars, and practical sessions, the courses cover an introduction to and major themes in communicable and non-communicable disease, epidemiology of common chronic conditions (cardiovascular disease, cancer, diabetes, respiratory illnesses), disease burden, and Epidemiology of emerging and re-emerging infectious diseases.

### ***PHEH 820 Methods of Disease Surveillance and Prevention (3 Credits)***

In this course, students will learn how epidemiology utilizes an organized approach to problem-solving by confirming the existence of an epidemic and verifying the diagnosis, developing a case definition and collating data on cases, analyzing data by time, place, and person, developing a hypothesis, and conducting further studies. In this training, course participants will learn about surveillance of both infectious and noninfectious diseases, how a disease becomes notifiable, and how to establish and evaluate a surveillance system.

## **Nutrition And Wellness Specialization**

### ***PHNU 855 Clinical Nutrition (3 Credits)***

This course will equip the student with skills and knowledge on methods of nutritional assessment, measurement and interpretation of physical examination and laboratory parameters and diagnosis of nutrition deficiencies. In this course, students will be introduced to fundamentals of human metabolism and its role in health and disease, disorders of energy metabolism, body composition and energy assessment. Students will cover biochemistry and physiology of micronutrients, and macronutrients. Student will also be introduced to geriatric nutrition and paediatric nutrition, advanced nutrition interventions, and various methods of assessing nutritional status of individuals including eating disorders and other nutrition related diseases and conditions.

### ***PHNU 857 Topics in Nutrition and Disease (3 Credits)***

This course explores various topics in human nutrition. It builds on prior studies in nutrition science. It examines the metabolism of nutrients including macronutrients and micronutrients. In addition, studies the effects of diet on health as well as claims and evidence for use of megadose of vitamins, minerals, and amino acids that are associated with healing and wellness. The learner will be equipped to examine in depth the scientific basis for nutrients reference standards and guidelines. She/he will also be empowered to assess evidence-based nutritional information from epidemiological literature to analyze the impact of food, diets, and nutritional supplements on people's health. Food preparation and cooking demonstrations will be done to facilitate the adoption of nutritional principles knowledge into practice. Generally, emerging issues in nutrition science, food sources of nutrients, metabolism of nutrients, and scientific basis for common nutrition tools will be discussed. The content will extend prior studies leading to deeper understanding of nutrition as well as address contemporary nutrition science topics.

### *PHNU 858: Advanced Nutrition in the Life Cycle (3 Credits)*

This course is designed with the aim of promoting optimal health utilizing adequate nutrition throughout the human lifespan. The learner will be empowered to assess nutritional needs of individuals as they move through the life cycle from conception or prior to conception up to until their senior years. It also examines other factors that may modify or considerably affect nutrition at these stages. More so, programs that provide food for support as well as nutritional education strategies at various life cycle stages will be reviewed. The learner will be equipped to assess adequacy of diets and consequently design diets that meet the needs of people in the various life cycle stages. In addition, he/she will be skilled in nutritional research that will enable him/her to use data from case studies to assess nutritional issues so as to create effective intervention programs.



# Department of Social Sciences

**Department Head:** Nyakora, Musa, PhD

Master of Business Administration (MBA)

Master of Arts in Leadership (MA)

Doctor of Philosophy in Leadership (PhD)

## Master of Business Administration

**Programme Coordinator:** Razaflarivony, Marie Anne, PhD

The Master of Business Administration programme is designed to train competent professionals to bring positive and value impact to the organizations where they are employed, whether in the private, public, or nonprofit sector. AUA's MBA intentionally aims at equipping students with technical and soft skills to deliver up to the expectations of their employing organizations. Its purpose is to foster in students a proactive mindset to lead and manage organizations while upholding the Biblical values of integrity, fairness, and accountability. Further, the programme endeavors to provide the necessary competencies for students to undertake research and disseminate relevant information, thus bringing solutions to the various problems in communities around the world.

### 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 behavior.

Organizations 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 competencies.

Since management techniques quickly become obsolete, we focus on developing versatility through critical thinking, analytical and applied research skills, creativity, and innovation while upholding high standards for professional integrity and ethics. The programme emphasizes 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 analyze uncertain situations, and being able to utilize 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.

- Become lifelong learners of the skills and competencies necessary to successfully manage people and other institutional resources in a dynamic environment.
- Capability to develop and conduct independent research to solve business problems using either qualitative or quantitative approaches MBA

## Admission Requirements

- Applicants must have a bachelor's degree from a recognized University with a minimum CGPA of 3.00 on a 4-point scale or its equivalent grade of 60%. Applicants with a CGPA of 2.5 to 2.99 or 55% to 59% may be accepted on probation.
- Applicants with a non business administration bachelor's degree will be required to take prerequisites.
- Submit contact details of referees for two recommendations to be completed online: one from a religious leader and one from your previous University or from your employing organization. The applicant should seek the consent of the referees before submitting their details on the online application form.
- Demonstrate proficiency in English.
- Submit a written personal Statement of Purpose explaining the motivation to take an MBA at AUA.

## MBA Programme Prerequisites

Students seeking admission into the MBA programme with an undergraduate degree 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:

- » Principles of Accounting
- » Business Statistics
- » Business Economics
- » Principles of Management

## Graduation Requirements

- In order to graduate with a Master of Business Administration, a student is required to:
- Successfully complete a minimum of 42 credits.
- Maintain a minimum CGPA of 2.75 (on the 4.0 scale).
- Complete a project/thesis and attain a pass grade of C+.
- Submit the required bound copies of the research project/thesis.

### MBA- Full Time – 2 years (3 Semesters) – Total 42 Credits

Year 1		Year 2
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester
12	15	15

### MBA – Part Time – 3 years (3 Sessions) – Total 42 Credits

Year 1 – Session 1	Year 2 – Session 2	Year 3 – Session 3
12	15	15

Requirements	Credits
Core Courses	12
Specialization	15
Research & Thesis/Project	15
<b>Total</b>	<b>42</b>

### Specializations:

- » Management
- » Finance
- » Accounting
- » Information System
- » Hospital Administration

### Core Courses

Code	Course Title	Credits
MRKG 610	Marketing Management	3
MGNT 620	Human Resource Management	3
MGNT 625	Strategic Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

### Specialization Courses

Management		
MGNT 630	Corporate Governance	3
MGNT 640	Change and Crisis Management	3
MGNT 650	Teamwork and Leadership	3
MGNT 685	Project Management	3
INFS 626	Information Systems and Data Analytics	3
<b>Total</b>		<b>15</b>

Finance		
FINC 630	Corporate Finance	3
FINC 640	Investment and Portfolio Management	3
FINC 660	Insurance and Risk Management	3
FINC 690	International Financial Management	3
ECON 610	Managerial Economics	3
<b>Total</b>		<b>15</b>

Accounting		
ACCT 621	Financial Accounting	3
ACCT 640	Auditing and Control	3
ACCT 650	Advanced Financial Accounting	3
ACCT 660	International Accounting and Financial Reporting	3
ACCT 615	Accounting for Decision Making	3
<b>Total</b>		<b>15</b>

Information Systems		
INFS 640	Advanced Database Management & Administration	3
INFS 650	Advanced Information Technology Service Systems Analysis and Design	3
INFS 660	Network Design and System Administration	3
INFS 680	E-commerce	3
INFS 622	Information Systems and Data Analytics	3
<b>Total</b>		<b>15</b>

Hospital Administration		
HADM 619	Services Marketing and Management in Healthcare	3
FINC 648	Financial Management in Healthcare	3
HADM 656	Governance, Ethics and Legislation in Healthcare	3
HADM 690	Quality Management Systems for Hospitals	3
INFS 622	Information Systems and Data Analytics	3
<b>Total</b>		<b>15</b>

Research		
SPSR 610	Graduate Research	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>15</b>

### Full Time Schedule

Management		
Year 1   First Semester		
Code	Course Title	Credits
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
INFS 622	Information Systems and Data Analytics	3
MGNT 685	Project Management	3
MGNT 640	Change and Crisis Management	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

Year 2   First Semester		
MGNT 625	Strategic Management	3
MGNT 630	Corporate Governance	3
MGNT 650	Teamwork and Leadership	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Finance		
Year 1   First Semester		
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
FINC 630	Corporate Finance	3
FINC 660	Insurance and Risk Management	3
FINC 640	Investment and Portfolio Management	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

Year 2   First Semester		
MGNT 625	Strategic Management	3
FINC 690	International Financial Management	3
ECON 610	Managerial Economics	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Accounting		
Year 1   First Semester		
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
ACCT 615	Accounting for Decision Making	3
ACCT 621	Financial Accounting	3
ACCT 660	International Accounting and Financial Reporting	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
MGNT 625	Strategic Management	3
ECON 640	Auditing and Control	3
ACCT 650	Advanced Financial Accounting	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Information Systems		
Year 1   First Semester		
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
INFS 622	Information Systems and Data Analytics	3
INFS 640	Advanced Database Management & Administration	3
INFS 632	Advanced Information Technology Service Systems Analysis and Design	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

Year 2   First Semester		
MGNT 625	Strategic Management	3
INFS 680	E-commerce	3
INFS 660	Network Design and System Administration	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Hospital Administration		
Year 1   First Semester		
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
HADM 619	Services Marketing and Management in Healthcare	3
FINC 648	Financial Management in Healthcare	3
HADM 656	Governance, Ethics, and Legislation in Healthcare	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

Year 2   First Semester		
MGNT 625	Strategic Management	3
INFS 622	Information Systems and Data Analytics	3
BUAD 690	Quality Management Systems for Hospitals	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

### Part Time Schedule

Management		
Year 1   Session 1		
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
INFS 622	Information Systems and Data Analytics	3
MGNT 685	Project Management	3
MGNT 640	Change and Crisis Management	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

**Year 3 | Session 3**

MGNT 625	Strategic Management	3
MGNT 650	Corporate Governance	3
MGNT 650	Teamwork and Leadership	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

**Finance****Year 1 | Session 1**

MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
Total		12

**Year 2 | Session 2**

FINC 630	Corporate Finance	3
ACCT 615	Accounting for Decision Making	3
BUAD 660	Insurance and Risk Management	3
FINC 640	Investment and Portfolio Management	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

**Year 3 | Session 3**

MGNT 625	Strategic Management	3
FINC 690	International Financial Management	3
ECON 610	Managerial Economics	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

**Accounting****Year 1 | Session 1**

Code	Course Title	Credits
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
ACCT 615	Accounting for Decision Making	3
ACCT 621	Financial Accounting	3
ACCT 640	Auditing and Control	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

Year 3   Session 3		
MGNT 625	Strategic Management	3
ACCT 650	Advanced Financial Accounting	3
ACCT 660	International Accounting and Financial Reporting	3
BURM 690	Thesis/Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Information Systems		
Year 1   Session 1		
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
INF 622	Information Systems and Data Analysis	3
ACCT 640	Advanced Database Management & Administration	3
INFS 632	Advanced Information Technology Service Systems Analysis and Design	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

Year 3   Session 3		
MGNT 625	Strategic Management	3
INFS 660	Network Design and System Administration	3
INFS 680	E-commerce	3
BURM 690	Thesis/Project	3
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Hospital Administration		
Year 1   Session 1		
Code	Course Title	Credits
MGNT 620	Human Resource Management	3
SPSR 610	Graduate Research	3
MRKG 610	Marketing Management	3
SPSB 601	Faith, Religion and Society	3
<b>Total</b>		<b>15</b>

Year 2   Session 2		
Code	Course Title	Credits
HADM 619	Services Marketing and Management in Healthcare	3
FINC 648	Financial Management in Healthcare	3
HADM 656	Governance, Ethics and Legislation in Healthcare	3
BUAD 681	Quantitative Research Methods	3
BURM 682	Qualitative Research Methods	3
<b>Total</b>		<b>15</b>

Year 3   Session 3		
Code	Course Title	Credits
MGNT 625	Strategic Management	3
HADM 622	Information Systems and Data Analytics	3
HADM 690	Quality Management Systems for Hospitals	3
BURM 690	Thesis/Project	3
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Course Descriptions

### CORE COURSES

#### *SPSB 601: Faith, Religion, and Society (3 Credits)*

This course explores the role of faith and religion in shaping society, culture, and human behavior, with special attention to the enduring relevance of a biblical worldview. The course emphasizes that authentic faith in God not only transforms individual lives but also provides the moral and spiritual foundations for stable families, ethical governance, and flourishing communities. Students will examine classic sociological theories of religion—including Max Weber’s analysis of the Protestant ethic and the spirit of capitalism, Émile Durkheim’s view of religion as the “glue” of social solidarity, and Peter Berger’s insights into the “sacred canopy.” While these theories often interpret religion through secular frameworks, the course will critically engage them in light of Scripture and Christian theology, affirming that faith is more than a social construct—it is a divine reality that speaks into every dimension of human existence.

#### *MKTG 610 Marketing Management (3 Credits)*

This course addresses the managerial challenge of designing and implementing the optimal combination of marketing variables to execute an organization’s strategy within its target markets. Specifically, the course aims to enhance students’ proficiency in applying analytical perspectives, decision-making tools, and marketing concepts to decisions regarding product offerings (including the breadth of the product line, features, quality level, and customer service), integrated marketing communications, distribution channels, pricing strategies, some aspects of customer relationship management, the concept of digital marketing and its implication. As a culmination of the class, students will develop a comprehensive marketing plan.

### ***MGNT 620 Human Resource Management (3 Credits)***

The objective of this course is to deepen students' comprehension of human resource management and to equip them with the skills and abilities necessary to apply these concepts and principles from a strategic perspective. Key topics to be examined include issues related to employee recruitment, motivation, and job satisfaction; job design; employee development and empowerment; performance evaluation; and group behavior and teamwork.

### ***INFS 625 IT and Management Information Systems (3 Credits)***

The main purpose of this course is to provide the student with an overall understanding of the support management decision-making. Topics discussed include Information Technology Infrastructure, Information Systems in global business, information security and control, creating competitive advantages through the use of Information Systems, Business Intelligence, online collaboration tools, e-business, mobile technology.

### ***MGNT 625 Strategic Management (3 Credits)***

This course deals with the process of strategic management. It is concerned with a stream of decisions and actions, which leads to the development of an effective strategy to help achieve corporate objectives.

It helps build in students critical business skills of planning and managing strategic activities. Topics include determining mission, purpose, and philosophy of companies, developing a company profile, conducting a resource analysis, assessing the external environment, identifying various strategic options, making strategic analysis and choice, setting long term objectives, developing long-term annual objectives and grand strategies, implementing strategic decisions, reviewing, and finally controlling them.

## **RESEARCH COURSES**

### ***SPSR 610 Graduate Research (3 Credits)***

This cross-disciplinary course equips graduate students with the essential tools to design, execute, and evaluate academic research. Students will explore the complete research lifecycle, learning how to transform an idea into a viable research question and select the best methodological path to answer it. Covering both qualitative and quantitative approaches, the course emphasizes ethical practices, methodological rigour, and critical analysis. The students will leave prepared to tackle your thesis and contribute valuable knowledge to their field with confidence.

### ***BURM 681 Quantitative Research Methods (3 Credits)***

This course is designed to provide an overview of basic research methods employed in conducting quantitative research in the social sciences. It focuses on developing critical skills needed to plan for and evaluate quantitative research. Quantitative research methods, designs, and statistics are the three interrelated components of this course. In this course, students run and report descriptive statistics and bivariate statistical analyses. Inferential statistics is introduced through the application of t-test and simple regression analyses. As a prerequisite, students should have a full understanding of basic statistical concepts. Computer literacy is a requirement.

### ***BURM 682 Qualitative Research Methods (3 Credits)***

This course introduces students to master's research by defining it, discussing its importance and introducing the foundational concepts of research. An overview and examination of a panoply of methods available in conducting qualitative research is the major focus of this course. Learners acquire qualitative research skills valuable to successfully undertake their own studies. A special emphasis is placed on the processes employed to conduct interviews, observations and correctly collect and analyze qualitative research data. Students learn to employ research terms specific to qualitative research, and utilize appropriate methods of data analysis. Both case studies and action research are presented to help students develop their skills in undertaking their first qualitative research study in an ethical way.

### ***BURM 690 Thesis/Project (6 Credits)***

For the culminating phase of the coursework, each student is required to write either a thesis or a project. The thesis course requires conceptualizing and carrying on a complete empirical study. It requires a proposal defense before data collection and a final defence to present the study's findings. The project course is more practical in nature than the thesis option. It requires a practical outcome such as a model or tool that can be of use in the organization, based on the findings of the paper.

## MANAGEMENT SPECIALIZATION

### ***MGNT 630 Corporate Governance (3 Credits)***

This course will examine the principles of good governance and its impact on modern corporations. It discusses the role of the board of directors and analyses the issue of the shareholder supremacy. It also analyses the roles of the managers. Among the several issues covered: the history and role of corporations in society; the contemporary typologies of governance; the different types of corporations that exist around the globe; the principles of governance; the duties and obligations of the three major categories of stakeholders (shareholders, management and the board of directors); the compensation and performance of managers; the relationship between corporate social responsibility and corporate governance.

### ***MGNT 640 Change and Crisis Management (3 Credits)***

This 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. Students will develop an understanding of the various change processes and develop practical skills for managing and leading change. Special attention will be given to managing disruptions from transitions and the inevitable losses that radical change brings. It also describes the thinking and planning that are essential to managing and communicating during an organizational crisis. The students will develop a crisis management plan at the end of the course.

### ***MGNT 650 Teamwork and Leadership (3 Credits)***

Increasingly unpredictable environments now require teamwork and leadership skills earlier in one's career than ever before. This course focuses on individual teamwork and leadership skills assessment and development, team building and performance, and team leadership. Key topic areas include self-awareness, working in teams, and leading others.

### ***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.

### ***INFS 622 Information Systems and Data Analytics (3 Credits)***

This course provides a practical and strategic understanding of how modern information systems and data analytics support effective decision-making and organizational performance. It first examines the role of digital systems in managing business processes, enhancing operational efficiency, and enabling innovation, and then introduces analytical techniques for transforming raw data into actionable insights. Topics covered include enterprise systems, databases, business intelligence, data governance, and ethical considerations in data use. Through case studies and practical activities, the course prepares future leaders to leverage technology and analytics to solve complex business problems.

## FINANCE SPECIALIZATION

### ***FINC 630 Corporate Finance (3 Credits)***

This course aims to provide students with a comprehensive understanding of Corporate Finance. The course covers: overview of corporate finance (introduction to corporate finance, financial statements, taxes and cash flow); financial statements and long-term financial planning (working with financial statements, long-term financial planning and growth); valuation of future cash flows (introduction to valuation: the time value of money, discounted cash flow valuation, interest rates and bond valuation, stock valuation); capital budgeting (net present value and other investment criteria, making capital investment decisions, project analysis and evaluation); risk and return (some lessons from capital market history, return, risk, and the security market line); cost of capital and long-term financial policy (cost of capital, raising capital, financial leverage and capital structure policy, dividends and dividend); short term financial planning and management (short-term finance and planning, cash and liquidity management, credit and inventory management); topics in corporate finance.

### ***FINC 640 Investment & Portfolio Management (3 Credits)***

This course covers the role and scope of investment (meaning of investments, the structure investment process, investment vehicles and steps in investing); the securities of the market (introduction, nature and functions of the stock exchange, stock exchange- membership regulatory framework, and over the counter market); new issue market (functions of primary and

secondary market, listing of securities and rights issue); valuation of securities (bond valuation, preference share valuation, and ordinary share valuation); investment return and risk (rate of return, systematic and unsystematic risk and calculation of expected return and risk); portfolio analysis and management (overview of portfolio management process and portfolio policies and construction); special classes of securities ( public securities, industrial, banks and insurance); financial ratio analysis (profitability ratios, liquidity ratios, and investment ratios); and capital investment appraisal (payback period, net present value method, and internal rate of return).

### ***FINC 660 Insurance & Risk Management (3 Credits)***

This course describes the concepts and techniques available to corporations, non-profit organizations, and other organizations 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 organizations. Managers who make decisions without appropriate consideration of risk management issues can jeopardize the long-term survival of their organizations. The course examines a common set of techniques which can be used by managers in dealing with these problems, including risk assumption, prevention, diversification, and transfer via insurance and non-insurance market mechanisms. In turn, students learn to recognize that the institutional structure of the organization itself influence its own risks and their corresponding treatments.

### ***FINC 690 International Financial Management (3 Credits)***

The course will explore 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.

### ***ECON 610 Managerial Economics (3 Credits)***

This course teaches future managers how to use economic theory, microeconomic tools and analytical tools in managerial economics, such as optimization techniques in decision making and in solving real-world problems, in the context of organizational settings such as a firm or a government agency. Key concepts that are explored include constraint optimization problems, demand estimation and analysis and forecasting using regression analysis, production and cost analysis, pricing and output decision.

## **ACCOUNTING SPECIALIZATION**

### ***ACCT 615 Accounting for Decision Making (3 Credits)***

The course is designed to equip students on the use of financial statements and other accounting information in managing an organization. The focus is on the internal preparation, the analysis and interpretation of financial data for decision-making purposes. The course includes topics such as cost concepts and cost behaviour, costing systems, budgeting, performance analysis, management planning and control techniques, activity-based management, relevant costs in decision-making

### ***ACCT 621 Financial Accounting (3 Credits)***

The objective of this course is to familiarize the student with the basic concepts, standards and practices of financial accounting. The course is devoted to the basic financial statements, the analysis and recording of transactions, and the underlying concepts and procedures, with an eye toward financial statement analysis.

The course deals with the procedures necessary to prepare and understand the balance sheet, income statement and statement of cash flows. The course also examines the accounting for the most common and significant transactions of a firm, such as inventories, long-term fixed assets, bonds and other long term debt, income taxes, and stockholder's equity.

### ***ACCT 640 Auditing & Control (3 Credits)***

This course includes a consideration of the role of the auditor, the organization of the accounting profession, and the current audit environment. It introduces the student to generally accepted auditing standards (GCAS), professional ethics, and legal liability. It exposes the students to a working knowledge of the auditing procedure and techniques, the statistical audit tools as well as how to prepare audit reports. The course also covers the auditor's reporting standards and uses case studies and professional journal articles as bases for discussion and analysis.

### ***ACCT 650 Advanced Financial Accounting (3 Credits)***

The purpose of this course is to extend the concepts introduced in Financial Accounting and covers advanced financial reporting issues and accounting methods and in-depth study of partnerships and fiduciary accounting. Students will learn how to prepare, read, analyze and evaluate the consolidated financial statements.

### ***ACCT 660 International Accounting and Financial Reporting (3 Credits)***

Generally accepted accounting principles and reporting practices vary significantly throughout the world. The objectives of this course include: (1) broadening the student's knowledge of how those principles and practices vary and how they are developed in the various countries; (2) analyzing how those differences impact upon financial statements and business decisions; and (3) gaining an understanding of certain especially important international financial reporting matters, such as (a) foreign currency translation and transaction concerns, (b) accounting for transactions designed to hedge exposure resulting from changes in currency values, and (c) inflation accounting.

## **INFORMATION SYSTEMS SPECIALIZATION**

### ***INFS 622 Information Systems and Data Analytics (3 Credits)***

This course provides a practical and strategic understanding of how modern information systems and data analytics support effective decision-making and organizational performance. It first examines the role of digital systems in managing business processes, enhancing operational efficiency, and enabling innovation, and then introduces analytical techniques for transforming raw data into actionable insights. Topics covered include enterprise systems, databases, business intelligence, data governance, and ethical considerations in data use. Through case studies and practical activities, the course prepares future leaders to leverage technology and analytics to solve complex business problems.

### ***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. Topics covered include database development process; database design (logical data design and relational model, physical database design and performance); advanced SQL, the client/server database and Internet database environments, data warehouse and database 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. Topics covered include Introduction to systems analysis and design; project initiation and management, and requirements determination; analysis modeling: functional modeling, structural modeling, and behavioral modeling; design modeling; class and method design, data management, layer design, human computer interaction layer design, physical architecture layer design; construction, installation, and operations of IT services systems.

### ***INFS 660 Network Design & System Administration (3 Credits)***

The purpose of the course is to provide students with practical network design & system administration skills to be able to manage an organizational network effectively. Topics covered include network design (logical and physical designs), networking switching and routing, systems administration tools, Windows servers administration, Linux Administration.

### ***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. The course will cover E-business and E-commerce; E-business models and concepts; Strategies in E-Commerce; E-business Frameworks; Security in E-Commerce, Designing and Implementing Web sites for E-Commerce; Payment Systems; and existing E-Commerce Solutions.

## HOSPITAL ADMINISTRATION SPECIALIZATION

### ***INFS 622 Information Systems and Data Analytics (3 Credits)***

This course provides a practical and strategic understanding of how modern information systems and data analytics support effective decision-making and organizational performance. It first examines the role of digital systems in managing business processes, enhancing operational efficiency, and enabling innovation, and then introduces analytical techniques for transforming raw data into actionable insights. Topics covered include enterprise systems, databases, business intelligence, data governance, and ethical considerations in data use. Through case studies and practical activities, the course prepares future leaders to leverage technology and analytics to solve complex business problems.

### ***HADM 619 Services Marketing and Management in Healthcare (3 Credits)***

This course is an in-depth study of the implications involved in marketing and managing organizations that operate within the service industry, with emphasis in the healthcare sector. Its purpose is to demonstrate the distinctive approach to managing and marketing strategies both in its development and in its executions and help students develop the skills needed to effectively manage and design marketing strategies for these organizations. The course will cover the following topics: the distinctive characteristics of service marketing, the concept of service management, the analysis of the environment of the customer- patients and the competitive environment of the healthcare sector, the alignment of the organization's resources with the market demand, the major elements of services marketing mix, service quality and patient satisfaction issues, customer relationship management, role of internal marketing related to service delivery, measurement of the effectiveness of service management and marketing strategies, challenges of marketing in the healthcare sector.

### ***FINC 648 Financial Management in Healthcare (3 Credits)***

This course is to study the major decision-making areas of financial management and topics in financial theory, with an emphasis in the healthcare sector. The course reviews the theories related to the investment, financing policies, dividend, capital budgeting, valuation and the link between valuation and corporate financial decisions. It further helps students master the techniques and tools used in the financial management field for decision-making purposes.

### ***HADM 656 Governance, Ethics, and Legislation in Healthcare (3 Credits)***

This course is an in-depth study of the state laws and regulatory mandates related as well as the ethical considerations that must be faced in hospital administration. It uses a constructive problem-centered approach to engage students in understanding the legal issues implicated in healthcare delivery. The students learn about the laws, regulations, accreditation, risk management, and insurance issues related to healthcare facilities, legal and ethical considerations regarding patient care, handling of patient information, medical malpractice, legal ramifications of public relations and healthcare decisionmaking, antitrust issues, and other emerging trends in legislation.

### ***HADM 690 Quality Management Systems for Hospitals (3 Credits)***

The course is the study of the techniques and tools needed to set up effective quality management systems in the hospital setting. It aims at helping students to gain practical knowledge of how to implement, manage and evaluate the organization's quality management systems. The topics to be covered are: Concepts of quality management and improvement; Quality management systems planning; Systems implementation; Interface of technology and human resource in total quality management; Tools and techniques used for total quality management; Requirements of ISO standards 9001:2015; challenges in implementing quality management systems.

# Master of Arts in Leadership

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**Programme Coordinator:** Matekenya, Dennis, PhD

The Master of Arts in Leadership (MA Leadership) program is an interdisciplinary, collaborative program 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 program, it is open to qualified individuals with a variety of professional backgrounds, including church administration, healthcare, business, public sector, and educational administration.

## Program Philosophy

The leadership development program that the Adventist University of Africa offers an interdisciplinary program, 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 program is under-girded 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 program at AUA.

In a way, the leadership program is the apex of the educational construct at AUA because while all AUA programs are intended to enhance the leadership capacity and potential in Africa, the leadership program is specific about leadership development. Moreover, the leadership development program 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 program 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 program 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 program 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 analyze 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. Bachelor's degree with from an accredited University a minimum CGPA of 3.00 on a 4-point scale or its equivalent grade of 60%. Applicants with a CGPA of 2.5 to 2.99 or 55% to 59% may be accepted on probation.
2. Applicant should be in active service at the time of application.
3. Previous work experience in leadership is highly desirable.

4. Two recommendations completed online: One from a religious leader and one from your previous University or from your employing organization. The applicant should seek the consent of the referee before submitting their details.
5. Demonstrate proficiency in English.

## Graduation Requirements

**In order to graduate with a Master of Arts in Leadership, a student is required to:**

1. Successfully complete a minimum of 42 credits.
2. Maintain a minimum CGPA of 2.75 (on the 4.0 scale).
3. Submit the required bound copies of the research project/thesis.

MA Leadership - Full Time – 2 years (4 Semesters) – Total 42 Credits			
Year 1		Year 2	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
12	12	12	6

MA Leadership – Part Time – 3 years (3 Sessions) – Total 42 Credits		
Year 1 – Session 1	Year 2 – Session 2	Year 3 – Session 3
15	15	12

Requirements	Credits
Core Courses	16
Specialization	12
Research & Thesis/Project	12
<b>Total</b>	<b>42</b>

### Specializations:

- » Business Leadership
- » Church Leadership
- » Educational Leadership

### Core Courses

Code	Course Title	Credits
LEAD 620	Leadership and Organizational Development	3
LEAD 644	Financial Leadership	3
LEAD 643	Ethical Leadership and Christian Values	3
LEAD 601	Faith, Religion, and Society	3
<b>Total</b>		<b>12</b>

### Specialization Courses

Business Leadership		
LEAD 635	Strategic Leadership and Planned Change	3
LEAD 633	Human Resource Management	3
LEAD 658	Governance and Administrative Policies	3
LEAD 656	Resource Mobilization and Grant Proposal Writing	3
<b>Total</b>		<b>12</b>

Church Leadership		
LEAD 621	Global Leadership and Cross-Cultural Competence	3
LEAD 633	Human Resource Management	3
LEAD 658	Governance and Administrative Policies	3
LEAD 677	Church Leadership and Administration	3
<b>Total</b>		<b>12</b>

Educational Leadership		
EDUC 633	Human Resource Management in Education	3
EDUC 645	Approaches and Theories in Educational Leadership	3
EDUC 605	Curriculum design and Pedagogical Techniques	3
EDUC 608	Education Policy Studies	3
<b>Total</b>		<b>12</b>

Research		
SPSR 610	Graduate Research	3
LERM 670 / LERM 680	Project/Thesis	6
<b>Total</b>		<b>9</b>

## Full Time Schedule

Year 1   First Semester		
LERM 610	Graduate Research	3
LEAD 620	Leadership and Organizational Development	3
LEAD 644	Financial Leadership	3
	Specialization course	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
LERM 650	Quantitative Research	3
LEAD 654	Information Technology for Leaders	3
LEAD XXX	Specialization Course 1	3
LEAD XXX	Specialization Course 2	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
LEAD 643	Leadership Ethics and Christian Values	3
LEAD XXX	Specialization Course 1	3
LEAD XXX	Specialization Course 2	3
<b>Total</b>		<b>9</b>

Year 2   Second Semester		
LERM 670/LERM 680	Project/Thesis	6
<b>Total</b>		<b>6</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Part Time Schedule

Year 1   Session 1		
LERM 640	Qualitative Research	3
LEAD 620	Foundations of Leadership	3
LEAD 644	Financial Leadership	3
	Specialization 1 or 2 or 3	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
LERM 650	Quantitative Research	4
	Specialization 1 or 2 or 3	3
	Specialization 1 or 2 or 3	3
<b>Total</b>		<b>9</b>

Year 3   Session 3		
LEAD 643	Leadership Ethics and Christian Values	3
LERM 670/ LERM 680	Project/Thesis	6
	Specialization Course 1	3
	Specialization Course 2	3
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Course Descriptions

### *LEAD 635: Strategic Leadership and Planned Change (3 Credits)*

This study of the course is designed to enable the students to have a mastery of various leadership strategies and techniques to navigate the students develop skills for thinking and planning strategically as well as become effective change agents and leaders of change in organizations. The course entails to cover courses like strategic planning, key elements in a strategic planning process, strategic plan cycle Monitor and evaluate a strategic plan, concept of models organizational change, Strategic Thinking and Strategic Planning, Organizational Development and Organization and Change.

### *LEAD 620: Leadership and Organizational Development (3 Credits)*

This course is to enhance the students' interpersonal competency and also their knowledge and understanding of leadership theories to enable them build spiritual, philosophical, and ethical foundations for leadership. It reviews, examines and analyzes historical and contemporary theories and models of leadership, it also look at the practical challenges of leadership through case studies and models of leadership and apply selective theories and models in their leadership practice and final, Compare biblical view of leadership with others as well as evaluating the spiritual and theoretical foundations of leadership in the African context including developing self-awareness of their leadership strengths and weaknesses to create personal action plans for improvement.

### *LEAD 656: Resource Mobilization And Grant Proposal (3 Credits)*

This course is to enhance the students' interpersonal competency, their knowledge and understanding of how an organization seeks resources for operationalizing its activities. In this course, students learn how to write fundable proposals from the prospective donors. Skills learned in this course help leaders 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. Students will learn to prepare grant proposals for different types of funding institutions and agencies.

### ***LEAD 621: Leadership and Cross-Cultural Competence (3 Credits)***

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

### ***LEAD 658: Governance and Administrative Policies (3 Credits)***

This course examines the principles and practices of effective governance and administrative policymaking in public, private, and nonprofit organizations. Students analyze governance structures, policy formulation and implementation processes, regulatory and ethical frameworks, and the roles of boards, executives, and stakeholders in ensuring accountability, transparency, and organizational effectiveness. Emphasis is placed on strategic decision-making, policy analysis, risk management, and leadership in complex and changing institutional environments. The course equips students with practical skills to design, evaluate, and reform governance and administrative policies in diverse organizational contexts.

### ***LEAD 677: Organizational Leadership and Administration (3 Credits)***

A course designed to develop practical leadership skills for Christian ministry including time and money management, interpersonal relationships, decision making, leadership style, planning, organizing and directing. This course will focus on a study of the servant leadership model as a basis for personal concepts of church and Christian ministry. By combining the requisite skills for a biblical concept of church administration, the student will explore appropriate models and formulate their personal leadership and administration style for Christian ministry.

### ***LEAD 633 - Human Resource Management (3 Credits)***

This course is the study of how to effectively manage the human resources of the organization. The course will focus on topics such as employee relations, selection, compensation, performance evaluation, training evaluation, conflict management and research methodology in HRM. The course is designed for the business leadership student whose responsibility will involve leading and influencing the personnel of the organization in an endeavor to meet the goals of the business organization.

### ***EDUC 620: Human Resource Management in Education (3 Credits)***

This course is the study of effective management of human resources in educational institutions. The context of these institutions requires an analysis in the following areas: job analysis, employee selection, orientation and placement, job transfer or mutation, promotion, performance evaluation, training, promotion, compensation, conflict management, and research methodology in HRM. The course is designed for the student whose responsibility will involve leading and influencing the management of the personnel in educational organizations.

### ***LEAD 644: Financial Leadership (3 Credits)***

This course develops advanced competencies in financial management and results-based approaches essential for leading effective organizational initiatives. Students master financial planning, budgeting, and resource mobilization strategies for programming while exploring results-based management frameworks that link resources to measurable strategic outcomes. The curriculum covers donor compliance requirements, financial risk management in various contexts, cost-effectiveness analysis, adaptive management approaches, and the integration of financial and programmatic decision-making. Through practical exercises and case studies, students learn to develop theories of change, design results frameworks, establish monitoring systems, ensure financial accountability and transparency, and communicate financial and program performance to diverse stakeholders.

### ***EDUC 650: Educational Financial Management (3 Credits)***

This course is designed to give the students the necessary knowledge and skills needed to administrate and manage the finances of educational institutions. The topics that covered are: the analysis of source of educational institutions revenues, the budgetary process, the financial statement analysis, working capital management, capital investment, reporting and accountability issues, and other issues pertaining to the educational setting.

### ***LEAD 643: Ethical Leadership and Christian Values (3 Credits)***

This graduate course examines the intersection of leadership ethics, moral philosophy, and Christian theological traditions in contemporary organizational and peacebuilding contexts. Students explore foundational ethical frameworks including virtue ethics, deontological approaches, and consequentialism while engaging deeply with Christian perspectives on servant leadership, justice, reconciliation, and the common good. The course addresses critical ethical challenges facing leaders in conflict-affected societies, including corruption, power dynamics, resource allocation, and the tension between neutrality and prophetic witness. Through case studies, theological reflection, and practical application, students develop competencies in ethical decision-making, moral reasoning, and values-based leadership that integrates faith commitments with professional excellence. Special attention is given to interfaith dialogue, religious diversity, and the role of faith-based organizations in modeling ethical leadership and pluralistic environments.

### ***LERM 640: Qualitative Research Methods (3 Credits)***

This course introduces students to master's research by defining it, discussing its importance and introducing the foundational concepts of research. An overview and examination of a panoply of methods available in conducting qualitative research is the major focus of this course. Learners acquire qualitative research skills valuable to successfully undertake their own studies. A special emphasis is placed on the processes employed to conduct interviews, observations and correctly collect and analyze qualitative research data. Students learn to employ research terms specific to qualitative research, and utilize appropriate methods of data analysis. Both case studies and action research are presented to help students develop their skills in undertaking their first qualitative research study in an ethical way.

### ***LERM 650: Quantitative Research Methods (3 Credits)***

This course is designed to provide an overview of basic research methods employed in conducting quantitative research in the social sciences. It focuses on developing critical skills needed to plan for and evaluate quantitative research. Quantitative research methods, designs, and statistics are the three interrelated components of this course. In this course, students run and report descriptive statistics and bivariate statistical analyses. Inferential statistics is introduced through the application of t-test and simple regression analyses. As a prerequisite, students should have a full understanding of basic statistical concepts. Computer literacy is a requirement.

### ***EDUC 605: Curriculum Design And Pedagogical Techniques 3 Credits***

This course prepares students to design and develop curricula in diverse sociocultural, philosophical, political and economic situations for formal and nonformal education sectors. It focuses on curriculum design and development starting with the construction phase until it is ready for implementation in an educational organization. Students are therefore required to produce a draft curriculum in their area of specialization as a deliverable. The course also focuses on effective and efficient use of resources as derived from a selection process of informed decision-making.

Practical strategies for curriculum design, development, and implementation and monitoring will be discussed. The course is designed to help future teachers put instructional theory into practice with the main intention of enhancing performance of teachers/trainers by equipping them with taxonomies of objectives in education, philosophical application, Christian teaching models and the nature of the teaching/learning process. It will provide an integrated coverage of methods of classroom instruction, management and assessment. The methodology of the course will include practicum, lesson construction, practice teaching, in class exercises, discussion of readings, and exams.

### ***EDUC 608: Education Policy Studies (3 Credits)***

The history of education and educational philosophy will be analyzed in terms of the impact on educational policy in schooling, training and/or higher education in contemporary times and in the future. Policy will be critiqued through a number of frameworks with a view to understanding the complex relationship between policy and practice and the implications for educators at the level of curriculum, pedagogy and assessment. The process of informing, shaping, implementing and evaluating educational policy will also be explored in the context of change and educational reform.

The course will examine educational policy from Christian, ethical, sociological, cultural, international, comparative and historical perspectives.

## EDUC 645: Approaches in Educational Leadership (3 Credits)

This course provides an in-depth examination of major approaches, models, and theories that inform effective educational leadership in diverse learning contexts. The course explores classical, contemporary, and emerging leadership theories—including trait, behavioral, contingency, transformational, instructional, distributed, ethical, servant, and systems leadership—and critically analyzes their relevance to educational institutions. Emphasis is placed on the application of theory to practice, enabling students to evaluate leadership challenges, organizational dynamics, policy environments, and change processes within schools, higher education, and educational systems.

# Doctor of Philosophy in Leadership

**Programme Coordinator:** Nyakora, Musa, PhD

## 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 analyze 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 behavior 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 analyze 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:

1. A Master's degree in Leadership or its equivalent from an accredited University with and a minimum Cumulative Grade Point Average (CGPA) of 3.33 (on a 4-point system). 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 session, if the student's CGPA is 3.33 or above, they will be regularized; if the CGPA is less than 3.33, the student will have to discontinue the programme due to academic deficiency.
2. Have three Recommendations completed online: One from a religious leader, one from your previous University and from your employing organization. The applicant should seek the consent of the referee before submitting their details.
3. A statement of purpose, career goals and commitment to academic excellence is required (five pages).
4. Successful completion of at least six 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.
5. Please note that an applicant is expected to send his/her signed soft copy thesis or project to [admissions@aua.ac.ke](mailto:admissions@aua.ac.ke) for committee evaluation before admission into the programme.
6. Must demonstrate proficiency in English.

## 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. Pass a comprehensive exam administered at AUA.
3. Successfully completed, defended the PhD dissertation, and submitted a bound copy.
4. Maintained a CGPA of 3.33 or greater.
5. Publish two articles in a peer reviewed journals.

PhD Leadership - Full Time - 3 Years (6 Semesters) - Total Credits - 60					
Year 1		Year 2		Year 3	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>

Requirements	Credits
Core Courses	15
Specialization	18
Research & Thesis/Project	27
<b>Total</b>	<b>60</b>

### Specializations

- » Organizational Leadership
- » Business Leadership
- » Public Health Leadership

### Core Courses

Code	Course Title	Credits
LEAD 701	Ethics and Integrity in Leadership	3
LEAD 714	Legal Framework and Organizational Policy	3
LEAD 741	Corporate Governance	3
LEAD 743	Leadership in Cross-Cultural Setting	3
LEAD 762	Emotional Intelligence and Leadership Competence	3
<b>Total</b>		<b>15</b>

### Specialization Courses

Organizational Leadership		
BUAD 708	Business, Church and Society and Leadership	3
BUAD 734	Issues in Organizational Leadership and Management	3
LEAD 816	Applied Entrepreneurship and Creativity	3
LEAD 787	Advanced Topics in Organizational Leadership Research	3
LEAD 754	Models of Leadership in the Christian Context	3
LEAD 713	Systems Thinking and Corporate Strategic Leadership	3
<b>Total</b>		<b>18</b>

Business Leadership		
BUAD 743	Financial Management for Leaders	3
BUAD 723	Advanced Strategic Management and Planned Change	3
LEAD 776	Advanced Conflict and Crisis Management	3
LEAD 816	Applied Entrepreneurship and Creativity	3
LEAD 754	Models of Leadership in the Christian Context	3
LEAD 713	Systems Thinking and Corporate Strategic Leadership	3
<b>Total</b>		<b>18</b>

Public Health Leadership		
PHAD 714	Communication Skills in Public Health Leadership	3
PHAD 788	Issues in Public Health Leadership Mentoring	3
PHAD 790	Public Health Law, Ethics and Policy Development	3
PHAD 842	Group Dynamics and Team Leadership in Public Health	3
PHAD 814	Advanced Topics in Public Health Research	3
LEAD 711	Systems Thinking and Strategic Leadership in Public Health	3
<b>Total</b>		<b>18</b>

Research		
BURM 790	Research Methods and Statistics	4
BURM 791	Applied Qualitative Research	4
BURM 792	Applied Quantitative Research	4
BURM 793	Research Seminars and publications	3
LEAD 899	Dissertation	12
<b>Total</b>		<b>27</b>

## Full Time Schedule

Year 1   First Semester		
BUAD 816	Applied Entrepreneurship and Creativity	3
LEAD 734	Issues in Organizational Leadership and Management	3
BUAD 711	Corporate Strategic Leadership and Systems Thinking	3
LEAD 773	Developmental Theories in Organizational Leadership	3
LEAD 712	Legal and Policy Issues in Leadership	3
<b>Total</b>		<b>15</b>

Year 1   Second Semester		
BURM 790	Research Methods and Statistics	3
LEAD 743	Leadership in Cross-Cultural Settings	3
LEAD 763	Leadership Comp. and Change Management	3
BUAD 708	Business, Church and Society	3
LEAD 702	Biblical Foundations for Leaders	3
<b>Total</b>		<b>15</b>

Year 2   First Semester		
BUAD 708	Business, Church and Society	3
LEAD 735	Ethical/Moral Formation for Leadership in Africa	3
LEAD 783	Selected Leadership Theories	3
BUAD 739	Governance and Leadership	3
LEAD 753	Leadership and Spirituality	3
<b>Total</b>		<b>15</b>

Year 2   Second Semester		
BUAD 815	Advocacy, Lobbying & Networking	3
BUAD 742	Financial Management	3
<b>Total</b>		<b>6</b>

Year 3   First Semester		
	Thesis Registration	9
	Comprehensive Exam	0
	Proposal Defence	0
	Two Article Publication	0
<b>Total</b>		<b>9</b>

Year 3   Second Semester		
	Dissertation Oral Defence	0
<b>Grand Total Credit Hours</b>		<b>60</b>

## Course Descriptions

### *LEAD 704: Ethics and Integrity in Leadership (3 Credits)*

The purpose of this course is to enlighten the students on the principles and practices which underlie selected biblical narratives and ethical standards 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 ethical principles which are globally applicable.

### *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: Emotional Intelligence and Leadership Competencies (3 Credits)*

To integrate personal and theological reflection with leadership principles by delving into issues of emotional intelligence, 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 714: Legal Framework and Organizational Policy (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 and policy framework in which business is conducted. The course focuses on selected aspects of the discipline which deal with business policy, structure and the legal and organizational frameworks for organizational efficiency. The goal of the course is to facilitate the students to understand the meaning of law, the legal environment of business, classification of law as well as employment laws.

### ***LEAD 740: Corporate Governance (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. The essence is to address the three pillars of corporate governance: transparency, accountability, and security to successfully running a company and forming solid professional relationships among its stakeholders which include board directors, managers, employees, and most importantly, shareholders. It has to embrace four bottom-line principles of people, purpose, processes and performance.

## **ORGANIZATIONAL LEADERSHIP SPECIALIZATION**

### ***LEAD 754: Models of Leadership in the Christian Context (3 Credits)***

The purpose of this course is to deepen the student's understanding of models of leadership leading to enrich their personal and family life and a greater commitment to ministry. Students will learn relevant biblical model that they can apply and to develop competencies contributing to the strengthening their mastery in evangelism, mission, and ministry. The goal is to increase the scholarly focus on the phenomena of Christian leadership and also look at reasons why the 20th century religious leadership has little to do with theoretical perspective in order to highlight some of the religious development in the scholarly efforts to define Christian leadership.

### ***BUAD 708 Business, Church and Society (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. The goal being to expose the students to what is the most biblical way for church leaders to approach their task: relationally or functionally and how the churches can reclaim their roles as "communities of disciples" so that they become a counter-culture and a challenge to secular society.

### ***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.

### ***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 analyzed 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.

### ***LEAD 713: Systems Thinking and Corporate Strategic Leadership (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. The students need to appreciate that by integrating all systems with strategy requires great vision so as to see the firm as an organic whole.

### ***LEAD 787: Advanced Topics in Organizational Leadership Research (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 behavior, among other topics.

## STRATEGIC BUSINESS LEADERSHIP SPECIALIZATION

### ***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 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.

### ***LEAD 754: Models of Leadership in the Christian Context (3 Credits)***

The purpose of this course is to deepen the student's understanding of models of leadership leading to enrich their personal and family life and a greater commitment to ministry. Students will learn relevant biblical model that they can apply and to develop competencies contributing to the strengthening their masterly in evangelism, mission, and ministry. The goal is to increase the scholarly focus on the phenomena of Christian leadership and also look at reasons why the 20th century religious leadership has little to do with theoretical perspective in order to highlight some of the religious development in the scholarly efforts to define Christian leadership.

### ***BUAD 742: Financial Management for Leaders (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.

### ***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 analyzes 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.

### ***LEAD 714: Systems Thinking and Corporate Strategic Leadership (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. The students need to appreciate that by integrating all systems with strategy requires great vision so as to see the firm as an organic whole.

## **PUBLIC HEALTH LEADERSHIP SPECIALIZATION**

### ***PHAD 714: 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 789: Public Health Law, Ethics and Policy Development (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 programs. 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 & Team Leadership in Public Health (3 Credits)***

Focuses on theories and observations of team behaviors 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.

### ***LEAD 713: Systems Thinking & Corporate Strategic Leadership in Public Health (3 Credits)***

Effective decision-making and learning in a world of growing dynamic complexity requires strategic leaders to become systems thinkers in the public health sector. 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 in the health sector systems.

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. The students need to appreciate that by integrating all systems with strategy requires great vision so as to see the public health sector as an organic whole.

## RESEARCH COURSES

### ***BURM 790: Research Methods and Statistics (3 Credits)***

This course covers an overview of qualitative and quantitative research methods reminding students of the similarities and difference between the two research paradigms. Students learn the types of research questions which call for qualitative research designs and which ones require quantitative designs. In this course students also learn about sampling techniques and how to determine optimal sample sizes for various study designs. Focus is on qualitative and quantitative data analysis techniques, interpretation of qualitative data; reading, interpreting and reporting quantitative univariate and bivariate statistics.

Further, the learners acquire knowledge on research study processes. Special emphasis is placed on the processes employed to conduct interviews, observations and questionnaire administration correctly to collect useful data. Students learn to employ appropriate research terms specific to qualitative or quantitative research, and utilize appropriate methods of data analysis for the two different paradigms.

### ***BURM 791: Applied Qualitative Research (3 Credits)***

This course is a study of the principles of qualitative research designs within the context of qualitative methodologies, such as case studies, ethnographical studies, phenomenological interpretive studies, Grounded theory and when to apply the different methods.

The primary goal of this course is to assist students in preparing to collect qualitative data and apply appropriate qualitative research method for the desired data, and be able to accurately code the data and accurately carryout thematic analysis as students develop their dissertations. The course should also introduce students to the use of relevant software for qualitative data analysis.

### ***BURM 792: Applied Quantitative Research (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 behavioral sciences. The goal is to develop skills with a range of procedures and programs for multivariate data analysis. The focus will be on practical issues such as selecting the appropriate analysis, preparing data for analysis, interpreting output data, and presenting results of a complex nature using statistical packages such as SPSS (PASW). The course assumes familiarity with basic concepts in statistics. Computer literacy is essential for using statistical software.

### ***BURM 793: Research Seminar 1 (3 Credits)***

Research seminars help students refine their skills of research, text processing, searching scholarly information and presenting their work. Students also improve their understanding of study design, which includes defining the hypothesis, providing a rationale for it and selecting a line of argument. The research seminars provide a forum that enables students to enrich their understanding between theory and practice before embarking on actual research writing and publications. Attending seminars has numerous benefits, including improving communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence in research activities. Research seminars help students refine their skills of research, text processing, searching scholarly information and presenting their work. Students also improve their understanding of study design, which includes defining the hypothesis, providing a rationale for it and selecting a line of argument.

### ***BURM 794: Research Seminar 2 (Publications) (3 Credits)***

This course is designed to provide a broad-based approach to research writing and article publications in peer reviewed and internationally recognized journals. The goal is expose the students to hands-on application of the skills learned hitherto from different research courses undertaken and seminars attended to better do their research writing appropriately. The goal of this course is to: improve students' research writing, provide experience of Scholarly Publication Process, allow the students to connect with professors and other researchers, as well as to display leadership and professionalism in future career path.

### ***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



# Message from the Dean

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**Through the study of theology, individuals are able to gain a deeper understanding of their own beliefs, become more effective leaders, and address important social and moral issues.”**

The study of theology is the highest calling in this world, and being a pastor is the noblest profession. Theology has been a crucial subject in universities for a long time and continues to hold a vital position in shaping individuals, communities, and society as a whole. Through the study of theology, individuals are able to gain a deeper understanding of their own beliefs, become more effective leaders, and address important social and moral issues.

However, the ultimate goal of theological education goes beyond personal development or community improvement. The ultimate objective is to gain salvation and to lead others towards salvation. As E. G. White once said, “The knowledge of God is the essential education, and this knowledge every true worker will make it his constant study to obtain.”

For those who feel a calling to study the scripture, to bring the message of salvation to those in need, and to proclaim the Three Angels' message to the ends of the earth, the Theological Seminary of AUA provides the perfect opportunity. Students at the Seminary receive the necessary knowledge and training they need to fulfill their mission, through comprehensive courses and hands-on experience. If you are looking to answer your calling and take the first step towards a lifetime of service to God and people, the Theological Seminary of AUA is the place for you.

## Faculty

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Gabasiane, Olaotse Obed, PhD  
Juma, Mahlon, PhD, ChD  
Masfa, Gabriel, PhD Nwaomah,  
Sampson M., PhD  
Odhiambo, David, PhD  
Razafiarivony, Davidson, PhD  
Tchamba, Augustin, PhD  
Tsegaw, Melak, PhD

### **Ponyatovsky, Feliks, PhD.**

Senior Lecturer of the Old Testament

E: [poniatowskif@aua.ac.ke](mailto:poniatowskif@aua.ac.ke)

## Department of Applied Theology

1. Master of Arts in Pastoral Theology
2. Master of Divinity
3. Master of Divinity in French
4. Master of Arts in Missiology

### Specializations:

- » African Traditional Religion
  - » Islamic Studies
5. Master of Chaplaincy
  6. Doctor of Ministry Emphasis

### Specializations:

- » Chaplaincy
- » Church, African Society and Mission
- » Church Leadership and Administration
- » Discipleship and Biblical Spirituality
- » Evangelism and Church Growth
- » Marriage and Family
- » Pastoral Care and Counseling
- » Word, Worship and Liturgy
- » Youth and Young Adult Ministry

## Department of Biblical & Theological-Historical Studies

1. Master of Arts in Biblical and Theological Studies

### Specializations:

- » Biblical Languages
- » Church History
- » New Testament
- » Old Testament
- » Systematic Theology

2. Doctor of Philosophy in Biblical and Theological Studies Emphasis/Concentration

### Specializations:

- » Church History
- » Old Testament
- » New Testament
- » Systematic Theology
- » World Mission



# 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 declaring God's saving grace and making disciples of all nations in the context of the everlasting gospel of Revelation 14.

## Vision Statement

The Seminary endeavors 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 following core objectives guide the Seminary:**

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 promotes the 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 an 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, a camaraderie that affirms human dignity, diversity and value.
7. Cultivate an interest in personal spirituality, which could influence the formation of a solid spiritual, service and mission-oriented seminary community.
8. Offer advanced skills, techniques, and approaches for conducting independent research that can be utilized in the graduate's ministry practice 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 the development of a 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 an 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, a 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 practice of ministry in preaching, teaching, writing and leadership.
9. Inculcate the discipline of continuously learning and teaching through sustained self- improvement.

## TS Research Handbook

Students who graduate from TS at AUA will be expected to demonstrate proficiency in research through the selection and completion of a project, thesis, or dissertation. Please refer to the TS Research Handbook for details on the student research process.

# Department of Applied Theology

Master of Arts in Pastoral Theology

Master of Divinity

Master of Arts in Missiology

Master of Chaplaincy

Doctor of Ministry

## Master of Arts in Pastoral Theology

**Program Coordinator:** Gabriel Masfa, PhD

The Master of Arts in Pastoral Theology (MAPTh) is a professional degree programme designed for pastors with experience in the field of ministry, who fulfill diverse ministerial functions of the Church, including various leadership roles which require precise 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 an 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 traditional biblical Christianity in the context of the Seventhday 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 seeks to prepare graduates who possess theological knowledge, ethical and spiritual values, communication competence, pastoral skills, and analytical thinking for both ministry and leadership to 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 the 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 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 related to ministry research, engagement in the 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 a biblical model of servant leadership.
6. To help participants learn to use appropriate tools to analyze 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 advanced knowledge of Biblical and Theological studies.
3. Understand the significant events, developments, and intellectual features in global and African settings through the Bible's prism.
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 analyze the needs of churches and communities.
7. Express in the practice of ministry and ministry of the Word a Seventh-day Adventist worldview 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 each person's uniqueness as one created by God, including religion, race, culture, and gender.

## Admission Requirements

**In addition to the general requirements of the University for admission, MAPTh applicants must:**

1. Have a bachelor's degree in Theology/Religion from an accredited University with a minimum CGPA of 3.00 on a 4-point scale or its equivalent grade of 60%. Applicants with a CGPA of 2.5 to 2.99 or 55% to 59% may be accepted on probation.
2. Have a minimum of 2-full years of experience in Pastoral/Christian ministry or related profession.
3. Have two recommendations completed online: One from the local Church Board and one from the previous University or from the employing organization if employed. The applicant should seek the consent of the referee before submitting their details.
4. Demonstrate proficiency in English

## Graduation Requirements:

**In order to graduate, the student is required to:**

1. Successfully complete a minimum of 45 credits.
2. Maintain a minimum cumulative GPA of 2.75 (on the 4.0 scale). The passing grade for each course is a C or above.
3. Successfully complete and submit the Thesis/research project written according to the University approved standards and approved by the Seminary.

## MAPTh Project/Thesis

For the guidelines on writing the MAPTh Thesis/Project refer to Theological Seminary Research Handbook. Upon the completion the project is assessed by the advisor and the second reader and the final grade is calculated according to the following percentage scale: advisor - 60%, co-advisor - 40%. Upon the completion, the thesis is defended and assessed according to the following percentage scale: advisor - 40%, co-advisor - 30%, oral defense - 30%.

MAPTh - Full Time – 2 years (4 Semesters) – Total 45 Credits			
Year 1		Year 2	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>15</b>	<b>15</b>	<b>15</b>	<b>Register</b>

MAPTh – Part Time – 3 years (3 Sessions) – Total 45 Credits		
Year 1 – Session 1	Year 2 – Session 2	Year 3 – Session 3
<b>15</b>	<b>15</b>	<b>15</b>

Requirements	Credits
Core Courses	33
Research & Project	9
<b>Total</b>	<b>42</b>

### Core Courses

Code	Course Title	Credits
CHMN 670	The Seventh-day Adventist Church Heritage	3
CHMN 630	Church Leadership and Administration	3
CHMN 638	Church Growth and Spiritual Nurture	3
CHMN 643	Christian Professional Ethics	3
NTST 660	Gospels	3
CHMN 680	Expository Preaching	3
NTST/OTST 646	Biblical Exegesis	2
OTST 565/665	Pentateuch	3
OTST/NTST 612	Biblical Hermeneutics	3
THST 678	Issues in Science and Religion	3
MSSN 687	Digital Evangelism	3
<b>Total</b>		<b>33</b>

Research		
GSEM 605	Applied Theology Research Methods and Writing	3
GSEM 695	Pastoral Theology Project	6
<b>Total</b>		<b>9</b>

## Full Time Schedule

MA Pastoral Theology		
Year 1   First Semester		
GSEM 605	Applied Theology Research Methods and Writing	3
THST 610	Revelation, Inspiration, and Hermeneutics	3
CHMN 630	Church Leadership and Administration	3
CHMN 638	Church Growth and Spiritual Nurture	3
CHMN 643	Christian Professional Ethics	3
<b>Total</b>		<b>15</b>

Year 1   Second Semester		
MSSN 687	Digital Evangelism	3
OTST/NTST 678	Biblical Exegesis	3
OTST 665	The Pentateuch	3
CHMN 670	SDA Church Heritage	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
NTST 660	Gospels	3
THST 678	Issues in Science and Religion	3
CHMN 680	Expository Preaching	3
GSEM 695	Pastoral Theology Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Part Time Schedule

MA Pastoral Theology		
Year 1   Session 1		
GSEM 605	Applied Theology Research Methods and Writing	3
OTST/NTST 612	Biblical Hermeneutics	3
CHMN 630	Church Leadership and Administration	3
CHMN 638	Church Growth and Spiritual Nurture	3
CHMN 644	Christian Professional Ethics	3
<b>Total</b>		<b>15</b>

Year 2   Session 2		
NTST 660	Gospels	3
OTST/NTST 678	Biblical Exegesis	3
OTST 565/665	Pentateuch	3
MSSN 687	Digital Evangelism	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
THST 678	Issues in Science and Religion	3
CHMN 680	Expository Preaching	3
CHMN 670	SDA Church Heritage	3
GSEM 695	Pastoral Theology Project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Master of Divinity

**Programme Coordinator:** Odhiambo, David, PhD

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 those who hold a baccalaureate degree in an area other than religion but 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.

### 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. Describe and use tools and 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. Reconstruct the history of the Christian church and see God's working in dealing with His people and how he/she fits in that overall picture.
3. Identify and critically deal with theological issues and challenges that the Church is facing.
4. Perform pastoral care effectively, with skills in expository preaching, communication, counseling, evangelizing, administration and leadership.
5. Use critical thinking skills and research methodology and apply them to enhance the church ministry, to critically evaluate the situation in the church ministry and suggest an adequate solution.
6. Assess his/her calling into the ministry, and make a commitment to a lifelong, intentional process of spiritual development and professional growth.

### Admission Requirements for the Programme

**In addition to the general requirements of the University for admission into Master's programmes, Master of Divinity applicants must:**

1. Have a bachelor's degree, from an accredited University preferably in Theology/Religion or any other Non-Theology/Religion degree with a minimum CGPA of 3.00 on a 4-point scale or equivalent. Applicants with a CGPA of 2.5 to 2.99 (on a 4.00-point scale) or equivalent may be accepted on probation. Applicants with a non-Theology/Religion degree must complete additional 30 credits of coursework.
2. Provide two recommendations completed online: One from the local Church Board and one from your previous University or from the employing organization if employed. The applicant should seek the consent of the referee before submitting their details.
3. Demonstrate proficiency in English or the language specified for the programme offered.

## Graduation Requirements

**In order to graduate, a student is required to:**

1. Complete the required minimum credits based on the admission status. Students admitted with an undergraduate degree in Religion/Theology must complete the minimum of 72 credits; students admitted with an undergraduate degree in other areas than Religion/Theology must complete the minimum of 102 credits.
2. Maintain a minimum cumulative GPA of 2.75 (on the 4.0 scale). The passing grade for each course is a C or above.
3. Successfully complete and submit the Project/Thesis written according to the University approved standards and approved by the Seminary.

## Regulations for Project/Thesis

For the guidelines on writing the Master of Divinity Project/Thesis refer to Theological Seminary Research Handbook. Upon the completion, the project is assessed by the advisor and the second reader and the final grade is calculated according to the following percentage scale: advisor - 60%, co-advisor - 40%. Upon the completion, the thesis is defended and assessed according to the following percentage scale: advisor - 40%, co-advisor - 30%, oral defense - 30%.

MDiv - 1 – Full Time   3 Years (6 Semesters) – Total 72 Credits					
Year 1		Year 2		Year 3	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>12</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>6</b>

MDiv - 1 – Part Time   4 Years (4 Sessions) – Total 72 Credits			
Year 1 – Session 1	Year 2 – Session 2	Year 3 – Session 3	Year 4 - Session 4
<b>21</b>	<b>24</b>	<b>21</b>	<b>6</b>

Requirements	Credits
Core Courses	45
Electives	12
Research & Thesis/Project	15
<b>Total</b>	<b>72</b>

### *MDiv-2 – For those with Bachelor's in Non-Theology*

MDiv - 2 – Full Time   4 Years (8 Semesters) – Total 102 Credits							
Year 1		Year 2		Year 3		Year 4	
1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>9</b>

MDiv - 2 – Part Time   5 Years (5 Sessions) – Total 102 Credits				
Year 1 – Session 1	Year 2 – Session 2	Year 3 – Session 3	Year 4 - Session 4	Year 5 - Session 5
<b>24</b>	<b>24</b>	<b>24</b>	<b>21</b>	<b>9</b>

Requirements	Credits
Core Courses	45
Electives	12
Research & Thesis/Project	15
Additional Courses	30
<b>Total</b>	<b>102</b>

Duration of the Programme	Years	Semesters/Sessions
Full-time MDiv 1 (24 cr. per year)	3	6
Full-time MDiv 2 (30 cr. per year)	4	8
Part-time MDiv 1 (18 cr. per year)	4	4
Part-time MDiv 2 (24 cr. per year)	5	5

**Elective courses are available in three areas:**

- » New Testament
- » Old Testament
- » Mission

**Core Courses**

Masters of Divinity -1		
OTST 665	The Pentateuch	3
OTST 558	Readings in Hebrew Old Testament	3
NTST 660	Gospels	3
NTST 558	Readings in Greek New Testament	3
OTST/NTST 612	Biblical Hermeneutics	3
THST 661	Contemporary Issues in SDA Theology	3
CHIS 613	History of the Reformation and Modern Church	3
CHIS 670	SDA Church Heritage	3
CHMN 630	Church Leadership and Administration	3
CHMN 638	Church Growth and Spiritual Nurture	3
CHMN 680	Expository Preaching	3
MSSN 685	Principles and Practice of World Mission	3
CHMN 643	Christian Professional Ethics	3
CHAP 650	Children, Youth, and Young Adult Ministry	3
THST 678	Issues in Science and Religion	3
<b>Total</b>		<b>45</b>

Master of Divinity - 2		
NTST 550	Greek Grammar	3
OTST 501	Introduction to the Old Testament	3
NTST 501	Introduction to the New Testament	3
OTST 550	Hebrew Grammar	3
CHIS 610	History of Early and Medieval Church	3
CHMN 540	Pastoral Ministry and Church Policy	3
CHMN 637	Pastoral Care and Counseling	3
CHMN 665	Personal and Public Evangelism	3
CHIS 575	Life, Work, and Writings of E.G. White	3
CHMN 668	Pastoral Ministry Practicum	3
<b>Total</b>		<b>30</b>

## Elective Courses

New Testament		
NTST 620	New Testament Backgrounds	3
NTST 682	Theology of the New Testament	3
NTST 664	Studies in Romans and Galatians	3
NTST 670	The Book of Revelation	3
<b>Total</b>		<b>12</b>

Old Testament		
OTST 620	Old Testament Backgrounds	3
OTST 682	Theology of the Old Testament	3
OTST 667	Pre-exilic prophets	3
OTST 672	The Book of Daniel	3
<b>Total</b>		<b>12</b>

Mission		
MSSN 632	Biblical Theology of Mission	3
AFTR 682	African Traditional Religion: Major Beliefs and Practices	3
MSSN 529	Foundations of Cross-Cultural Ministry	3
MSSN 694	Principles and Practice of Contextualization	3
<b>Total</b>		<b>12</b>

Research		
OTST/NTST 646	Studies in Biblical Exegesis	3
GSEM 605	Applied Theology Research Methods and Writing	3
GSEM 610	Applied Theology Research Seminar	3
GSEM 696	Master's Thesis/Project	6
<b>Total</b>		<b>15</b>

## Full Time Schedule

MDiv - 1		
Year 1   First Semester		
CHMN 643	Christian Professional Ethics	3
GSEM 605	Applied Theology Research Methods and Writing	3
MSSN 685	Principles and Practice of World Mission	3
CHMN 630	Church Leadership and Administration	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
OTST/NTST 612	Biblical Hermeneutics	3
THST 661	Contemporary Issues in SDA Theology	3
CHIS 613	History of the Reformation and Modern Church	3
CHIS 670	SDA Church Heritage	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
NTST 660	Gospels	3
NTST 558	Readings in Greek New Testament	3
THST 677	Issues in Science and Religion	3
OTST/NTST 646	Studies in Biblical Exegesis	3
	Elective Course	3
<b>Total</b>		<b>15</b>

Year 2   Second Semester		
CHMN 638	Church Growth and Spiritual Nurture	3
GSEM 610	Applied Theology Research Seminar	3
CHAP 650	Children, Youth, and Young Adult Ministry	3
	Elective Course	3
	Elective Course	3
<b>Total</b>		<b>15</b>

Year 3   First Semester		
OTST 665	The Pentateuch	3
OTST 558	Readings in Hebrew Old Testament	3
CHMN 680	Expository Preaching	3
	Elective Course	3
<b>Total</b>		<b>12</b>

Year 3   Second Semester		
GSEM 696	Master's Thesis/Project	6
<b>Total</b>		<b>6</b>
<b>Grand Total Credit Hours</b>		<b>72</b>

MDiv - 2		
Year 1   First Semester		
CHMN 643	Christian Professional Ethics	3
GSEM 605	Applied Theology Research Methods and Writing	3
MSSN 685	Principles and Practice of World Mission	3
CHMN 630	Church Leadership and Administration	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
OTST/NTST 612	Biblical Hermeneutics	3
THST 661	Contemporary Issues in SDA Theology	3
CHIS 613	History of the Reformation and Modern Church	3
CHIS 670	SDA Church Heritage	3
<b>Total</b>		<b>12</b>

Inter-semester		
NTST 550	Greek Grammar	3
OTST 501	Introduction to the New Testament	3
<b>Total</b>		<b>6</b>

Year 2   First Semester		
NTST 660	Gospels	3
NTST 558	Readings in Greek New Testament	3
THST 677	Issues in Science and Religion	3
OTST/NTST 646	Studies in Biblical Exegesis	3
	Elective Course	3
<b>Total</b>		<b>15</b>

Year 2   Second Semester		
CHMN 638	Church Growth and Spiritual Nurture	3
GSEM 610	Applied Theology Research Seminar	3
CHAP 650	Children, Youth, and Young Adult Ministry	3
	Elective Course	3
	Elective Course	3
Total		15

Inter-semester		
OTST 501	Introduction to the Old Testament	3
OTST 550	Hebrew Grammar	3
<b>Total</b>		<b>6</b>

Year 3   First Semester		
OTST 665	The Pentateuch	3
OTST 558	Readings in Hebrew Old Testament	3
CHMN 680	Expository Preaching	3
	Elective Course	3
<b>Total</b>		<b>12</b>

Year 3   Second Semester		
CHIS 675	Life, Work, and Writings of E.G. White	3
CHMN 540	Pastoral Ministry and Church Policy	3
CHMN 663	Personal and Public Evangelism	3
CHIS 610	History of the Early and Medieval Church	3
<b>Total</b>		<b>12</b>

Year 4   First Semester		
CHMN 637	Pastoral Care and Counseling	3
CHMN 668	Pastoral Ministry Practicum	3
GSEM 695	Research Project/Thesis	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>102</b>

*\*Additional courses for those with non-theological baccalaureate*

## Part Time Schedule

Mdiv - 1		
Year 1   Session 1		
GSEM 605	Applied Theology Research Methods and Writing	3
CHMN 643	Christian Professional Ethics	3
MSSN 685	Principles and Practice of World Mission	3
CHMN 630	Church Leadership and Administration	3
OTST/NTST 612	Biblical Hermeneutics	3
THST 661	Contemporary Issues in SDA Theology	3
CHMN 638	Church Growth and Spiritual Nurture	3
CHAP 613	Chaplaincy Formation and Professional Ethics	3
CHAP 621	Multi-Religious Context- Chaplaincy	3
<b>Total</b>		<b>21</b>

Year 2   Session 2		
CHIS 613	History of the Reformation and Modern Church	3
CHIS 670	SDA Church Heritage	3
NTST 660	Gospels	3
NTST 558	Readings in Greek New Testament	3
THST 677	Issues in Science and Religion	3
CHMN 680	Expository Preaching	3
	Elective Course	3
<b>Total</b>		<b>24</b>

Year 3   Session 3		
OTST/NTST 646	Studies in Biblical Exegesis	3
OTST 558	Readings in Hebrew Old Testament	3
GSEM 610	Applied Theology Research Seminar	3
CHAP 650	Children, Youth and Young Adult Ministry	3
OTST 665	The Pentateuch	3
	Elective Course	3
<b>Total</b>		<b>21</b>

Year 4   Session 4		
GSEM 696	Master's Thesis/Project	6
<b>Total</b>		<b>6</b>
<b>Grand Total Credit Hours</b>		<b>72</b>

**Mdiv - 2**

**Year 1 | Session 1**

CHMN 643	Christian Professional Ethics	3
GSEM 605	Applied Theology Research Methods and Writing	3
MSSN 685	Principles and Practice of World Mission	3
CHMN 630	Church Leadership and Administration	3
OTST/NTST 612	Biblical Hermeneutics	3
THST 661	Contemporary Issues in SDA Theology	3
CHMN 638	Church Growth and Spiritual Nurture	3
NTST 550	Greek Grammar	3
<b>Total</b>		<b>24</b>

**Year 2 | Session 2**

CHIS 613	History of the Reformation and Modern Church	3
CHIS 670	SDA Church Heritage	3
NTST 660	Gospels	3
NTST 558	Readings in Greek New Testament	3
THST 677	Issues in Science and Religion	3
CHMN 680	Expository Preaching	3
	Elective Course	3
<b>Total</b>		<b>24</b>

**Year 3 | Session 3**

OTST 550	Hebrew Grammar	3
OTST/NTST 646	Studies in Biblical Exegesis	3
OTST 558	Readings in Hebrew Old Testament	3
GSEM 610	Applied Theology Research Seminar	3
CHMN 634	Youth Ministry	3
OTST 665	The Pentateuch	3
	Elective Course	3
	Elective Course	3
<b>Total</b>		<b>24</b>

**Year 4 | Session 4**

OTST 501	Introduction to the New Testament	3
CHIS 675	Life, Work, and Writings of E.G. White	3
OTST 501	Introduction to the Old Testament	3
CHMN 540	Pastoral Ministry and Church Policy	3
CHMN 637	Pastoral Care and Counseling	3
CHMN 665	Personal and Public Evangelism	3
CHIS 610	History of the Early and Medieval Church	3
CHMN 668	Pastoral Ministry Practicum	3
<b>Total</b>		<b>24</b>

**Year 5 | Session 5**

GSEM 696	Master's Thesis/Project	6
<b>Total</b>		<b>6</b>
<b>Grand Total Credit Hours</b>		<b>102</b>

# Master of Arts in Missiology

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**Programme Coordinator:** Gabasiane, Olaotse Obed, PhD

The MA in Mission Studies has been designed to equip pastors and other ministry workers in developing expertise in 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 Studies 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 emphasizes the gospel commission to make disciples of all nations in view of redemption and restoration of the 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 Church's mission 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 nonChristian communities.
4. Provide leadership to the Church in Africa in the area of mission theory, praxis and strategy.

## Expected Learning Outcomes

### Islamic Studies

**The student graduating with an Islamic Studies major is expected to:**

1. Possess knowledge, understanding, skills and attitudes that promote respect and dialogue with peoples of the 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 the 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 ATR-Christian relations to provide the Church with relevant materials that can be used for Christian witness and the on-going discipling of believers.

## Admission Requirements

**In addition to the general requirements of the University for admission into Master's programmes Master of Arts in Missiology, applicants must:**

1. Have bachelor's degree in Theology/Religion from an accredited University with a minimum CGPA of 3.00 on a 4-point scale or its equivalent grade of 60%. Applicants with a CGPA of 2.5 to 2.99 or 55% to 59% may be accepted on probation. Applicants with post graduate diploma in religion or with religion minor may apply, and admission will be subject to department approval.
2. Have two recommendations completed online: One from the local Church Board and one from your previous University or from the employing organization if employed. The applicant should seek the consent of the referee before submitting their details.
3. Demonstrate proficiency in English.

## Graduation Requirements

**In order to complete the MA in Missiology, the student must meet the following requirements:**

1. Successfully complete a minimum of 45 credits.
2. Maintain a minimum cumulative GPA of 2.75 (on the 4.0 scale). The passing grade for each course is a C or above.
3. Successfully complete and submit the Project/Thesis written according to the University approved standards and approved by the Seminary.

## Regulations for Project/Thesis

For the guidelines on writing the Master of Arts in Missiology Project/Thesis refer to Theological Seminary Research Handbook. Upon the completion, the project is assessed by the advisor and the second reader and the final grade is calculated according to the following percentage scale: advisor - 60%, co-advisor - 40%. Upon the completion, the thesis is defended and assessed according to the following percentage scale: advisor - 40%, co-advisor - 30%, oral defense - 30%.

MA in Missiology - Full Time - 2 years (3 Semesters) - Total 42 Credits			
Year 1		Year 2	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>12</b>	<b>15</b>	<b>15</b>	

MA in Missiology - Part Time - 3 years (3 Sessions) - Total 42 Credits		
Year 1 - Session 1	Year 2 - Session 2	Year 3 - Session 3
<b>12</b>	<b>15</b>	<b>15</b>

Duration of the Programme	Years	Semesters/Sessions
Full-Time	2	3
Part-Time	3	3

Requirements	Credits
Core Courses	18
Specialization	12
Research & Project	12
<b>Total</b>	<b>42</b>

### Specializations:

- » Islamic Studies
- » African Traditional Religion

## Core Courses

Code	Course Title	Credits
OTST/NTST 612	Biblical Hermeneutics	3
CHIS 670	The Seventh-day Adventist Church Heritage	3
MSSN 632	Biblical Theology of Mission	3
MSSN 685	Principles and Practice of World Mission	3
MSSN 694	Principles and Practice of Contextualization	3
MSSN 615	Anthropology for Mission and Ministry	3
<b>Total</b>		<b>18</b>

## Specialization Courses

Islamic Studies		
ISLM 620	Introduction to Islam	3
ISLM 625	Islamic Theology and Traditions	3
ISLM 632	Qur'an and the Bible	3
MSSN 687	Digital Evangelism	3
<b>Total</b>		<b>12</b>

African Traditional Religion		
AFTR 541	Foundations of African Philosophy	3
MSSN 687	Digital Evangelism	3
AFTR 682	African Traditional Religion: Major Beliefs	3
CHIS 640	History of Christianity in Africa	3
<b>Total</b>		<b>12</b>

Research		
GSEM 605	Applied Theology Research Methods and Writing	3
GSEM 610	Applied Theology Research Seminar	3
GSEM696	Master's thesis/project	6
<b>Total</b>		<b>12</b>

## Full Time Schedule

Islamic Studies		
Year 1   First Semester		
GSEM 605	Applied Theology Research Methods and Writing	3
MSSN 687	Digital Evangelism	3
MSSN 694	Principles and Practice of Contextualization	3
ISLM 620	Introduction to Islam	3
MSSN 632	Biblical Theology of Mission	3
<b>Total</b>		<b>15</b>

Year 1   Second Semester		
GSEM 610	Applied Theology Research Seminar	3
CHIS 670	SDA Church Heritage	3
MSSN 685	Principles and Practice of World Mission	3
ISLM 632	Qur'an and the Bible	3
OTST/NTST 612	Biblical Hermeneutics	3
<b>Total</b>		<b>15</b>

Year 2   First Semester		
MSSN 615	Anthropology for Mission and Ministry	3
ISLM 625	Islamic Theology and Tradition	3
GSEM 696	Master's thesis/project	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

African Traditional Religion		
Year 1   First Semester		
GSEM 605	Applied Theology Research Methods and Writing	3
MSSN 687	Digital Evangelism	3
ISLM 620	African Culture and Religion	3
MSSN 632	Biblical Theology of Mission	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
GSEM 610	Applied Theology Research Seminar	3
CHIS 670	SDA Church Heritage	3
MSSN 685	Principles and Practice of World Mission	3
AFTR 682	African Traditional Religion: Major Beliefs	3
OTST/NTST 612	Biblical Hermeneutics	3
<b>Total</b>		<b>15</b>

Year 2   First Semester		
MSSN 694	Principles and Practice of Contextualization	3
CHIS 640	History of Christianity in Africa	3
MSSN 615	Anthropology for Mission and Ministry	3
GSEM696	Master's thesis/project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Part Time Schedule

Islamic Studies		
Year 1   Session 1		
GSEM 605	Applied Theology Research Methods and Writing	3
MSSN 687	Digital Evangelism	3
ISLM 620	African Culture and Religion	3
MSSN 632	Biblical Theology of Mission	3
<b>Total</b>		<b>12</b>
Year 2   Session 2		
GSEM 610	Applied Theology Research Seminar	3
CHIS 670	SDA Church Heritage	3
MSSN 685	Principles and Practice of World Mission	3
AFTR 682	African Traditional Religion: Major Beliefs	3
OTST/NTST 612	Biblical Hermeneutics	3
<b>Total</b>		<b>15</b>
Year 3   Session 3		
MSSN 694	Principles and Practice of Contextualization	3
CHIS 640	History of Christianity in Africa	3
MSSN 615	Anthropology for Mission and Ministry	3
GSEM696	Master's thesis/project	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Master of Chaplaincy

**Programme Coordinator:** Mahlon Juma, PhD, BCC, CPE Supervisor

The Master of Chaplaincy is a professional degree intended for both men and women who desire to work as Chaplains and have clinical expertise and professional preparedness. In addition to the foundational theological knowledge, this master's degree integrates specialized training and clinical experience. It is a distinctive and all-encompassing degree that equips students for ministry in corporate organizations, church departments, military installations, healthcare facilities, educational institutions, penal facilities, etc. It is designed to draw students irrespective of their religious beliefs. It provides proficiency in the Bible, pastoral counseling, ethical and institutional spiritual matters, servant leadership, and research skills. It is intended to minister to the religious and the nones.

### Objectives

1. Develop the ability to make effective use of the biblical and theological understanding and working methodology for a personal biblical study and its interpretation.
2. Demonstrate the professional development in chaplains' function, skills, and knowledge of theology and behavioral science in one's care of persons and groups.
3. Reveal the ability to formulate biblically based ethical concepts and apply them in different contemporary life situations that the chaplain meets at work and home.
4. Reflect on oneself as a person and a chaplain in relationship to persons in crisis.
5. Construct a workable knowledge for dealing with legal issues in the chaplains' ministry

6. Apply an understanding of and skills for compassionate care to persons of various religious, non-religious, and multicultural backgrounds.

## 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 precise formulation and personal integration of the student's understanding of the Bible's message.
2. Demonstrate competence in pastoral function, pastoral skills, and knowledge of theology and behavioral science.
3. Demonstrate the ability to formulate ethical concepts and to apply them in different contemporary life situations.
4. Reflect on oneself as a person and a Chaplain in relationship to persons in crisis.
5. Demonstrate an understanding of and skills for intensive and extensive pastoral counseling 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 call that require further development.

## Admission Requirements

**In addition to the general requirements of the University for admission into the MA in Chaplaincy Ministry, applicants must:**

1. Bachelor's degree in theology/religion with a minimum CGPA of 3.00 on a 4-point scale or its equivalent grade of 60%. Applicants with a CGPA of 2.5 to 2.99 or 55% to 59% may be accepted on probation. Applicants with a post-graduate diploma in religion or a minor in religion may apply. Admission is subject to departmental approval.
2. Have a minimum of 2-full years of experience in Pastoral/Christian ministry or related profession.
3. Two recommendations are required to be completed online: One from the local Church Board and one from your previous University or from the employing organization if employed. The applicant should seek the consent of the referee before submitting their details.
4. Demonstrate proficiency in English.

## Graduation Requirements

**To graduate, a student is required to:**

1. Successfully complete a minimum of 42 semester hours.
2. Maintain a minimum cumulative GPA of 2.75 (on the 4.0 scale). The passing grade for each course is a C or above.
3. Successfully complete and submit the Project/Thesis written according to the University approved standards and approved by the Seminary.
4. Students must also satisfactorily complete two (2) units of Clinical Pastoral Education at an accredited CPE center. The Adventist University of Africa is accredited by the Adventist Chaplaincy Institute and the Asia Center for Clinical Pastoral Education Foundation, Inc. (ACCPE) to offer Clinical Pastoral Education for all levels and Supervisory Education. However, the required CPE units for graduation can be completed at any ACPE, ACI, CPSP, and AACPE-accredited center.

## Regulations for Project/Thesis

For the guidelines on writing the Master of Chaplaincy, refer to Theological Seminary Research Handbook. Upon completion, the Project is assessed by the Primary Advisor and the Second Advisor (Reader) and the final grade is calculated according to the following percentage scale: Primary Advisor - 60%, Second Advisor - 40%.

Upon completion, the Thesis is defended and assessed according to the following percentage scale: Primary Advisor - 40%, Second Advisor - 30%, and oral final defense - 30%.

## Curriculum

The Chaplaincy places an accent mark on the four major concentrations/facets of chaplaincy reflecting the importance of professional preparedness of a Chaplain. The context challenges of chaplains today would require knowledge, skills, and attitudes in all facets to function with competence.

### **This professional graduate degree:**

- » Meets the Adventist Chaplaincy Institute (ACI) Certification academic requirements.
- » Blends theological study and clinical experience
- » Provides a special emphasis is placed on the major facets of chaplaincy
- » Prepares for employment as a professional Chaplain

### **As a graduation requirement, students must show evidence of successfully completing two (2) units of Clinical Pastoral Education from a recognized CPE center.**

Clinical Pastoral Education (CPE) is a theological and experiential professional education that offers supervised training in clinical and urban settings in the field of spiritual care that integrates knowledge from medicine, psychology, and other behavioral sciences into pastoral practice under the guidance of a CPE Educator. It serves as a part of one's preparation for parish ministry, chaplaincy, lay ministry, teaching, and counseling. The learning environment in CPE is saturated with relational opportunities. It is primarily that of "action-reflection-action." Moreover, it focuses on "learning-by-doing" with a built-in evaluation at all levels. CPE training must be completed at an approved CPE location and other accredited centers.

Clergy are qualified to work effectively outside of their religious organizations through the CPE professional package. It is an interfaith professional education for ministry that brings theological students, clergy and sometimes lay persons of diverse cultures, ethnic groups, and Nones into supervised encounters with persons in crisis. It is ministry in a multi-disciplinary clinical environment. Such a supervisor has earned a Doctorate or a master's degree in theology, religion or behavioral sciences with many years of practice experience, is a Board-Certified Chaplain, and is a Chaplaincy Diplomat.

### **Separate application forms, interviews, fees, and acceptance procedures are required for this component of the program.**

### Core Courses

Code	Course Title	Credits
CHAP 610	Chaplaincy Foundations	3
THST 615	Bible, Theology, and Bioethics	3
CHAP 639	Bible, Theology, and Bioethics	3
CHAP 641	Spirituality and Mental Health	3
CHAP 647	Philosophy and Practice of Campus & Healthcare Chaplaincy	3
CHAP 648	Philosophy and Practice of Correctional & Military Chaplaincy	3
MSSN 665	World Religions and the Nones	3
CHAP 672	Crisis Counseling and Care	3
CHAP 674	Care of the Dying and Bereaved	3
AFTR 682	African Traditional Religions: Major Beliefs and Practices	3
<b>Total</b>		<b>30</b>

### Research

Code	Course Title	Credits
GSEM 605	Introduction to Applied Theology Research Methods	3
CHAP 694	Seminar in Chaplaincy Research	3
CHAP 696	Chaplaincy Project/Thesis	6
<b>Total</b>		<b>12</b>

## Professional Units

Code	Course Title	Credits
**CHAP 669	Clinical Pastoral Education - 1	0
**CHAP 679	Clinical Pastoral Education - 2	0
<b>Total Credits</b>		<b>42</b>

\*\*Inserted in Transcript.

### PROPOSED SCHEDULE

Chaplaincy – Full Time   2 Years (4 Semesters) Total 42 Credits			
Year 1		Year 2	
1 st Semester	2nd Semester	1 st Semester	2nd Semester
12	12	12	6
	1 CPE unit per year (Inter-semester)	1 CPE unit per year (Inter-semester)	

Chaplaincy – Part Time   3 Years (3 Sessions) Total 42 Credits			
Year 1 Session 1	Year 2 Session 2	Year 3 Session 3	
15	15	12 (6 + 6)	
1 CPE unit per year (Inter-semester)	1 CPE unit per year (Inter-semester)		
Duration of the Program	Years	Semesters/Session	
Full-Time	2	2 CPE units (1 per year during the inter-semester)	
Part-Time	3	2 CPE units (1 per year during the inter-semester)	

Requirements	Credits		
Core Courses	30	With 2 CPE units	
Research Thesis/Project	12		
<b>Total</b>	<b>42</b>		

### Year 1 | Session 1

Code	Course Title	Credits
GSEM 605	Introduction to Applied Theology Research Methods	3
CHAP 610	Chaplaincy Foundations	3
THST 615	Theology of Creation and Human Suffering	3
CHAP 639	Bible, Theology, and Bioethics	3
CHAP 641	Spirituality and Mental Health	3
	<b>Total</b>	<b>15</b>

### Code Between Year 1 and Year 2: Specially Arranged Courses

CHAP 669	Clinical Pastoral Education - 1	0
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### Year 2 | Session 2

Code	Course Title	Credits
CHAP 647	Philosophy and Practice of Campus & Healthcare Chaplaincy	3
CHAP 648	Philosophy and Practice of Correctional & Military Chaplaincy	3
CHAP 672	Crisis Counseling and Care	3
CHAP 674	Care of the Dying and Bereaved	3
CHAP 694	Seminar in Chaplaincy Research	3
	<b>Total</b>	<b>15</b>

### Code Between Year 1 and Year 2: Specially Arranged Courses

CHAP 679	Clinical Pastoral Education - 2	0
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### Year 3 | Session 3

Code	Course Title	Credits
AFTR 682	African Traditional Religions: Major Beliefs and Practices	3
MSSN 665	World Religions and the Nones	3
CHAP 696	Chaplaincy Project/Thesis	6
	<b>Total</b>	<b>12</b>
	<b>Grand Total</b>	<b>42</b>

*\*\*Inserted in Transcript*

# Doctor of Ministry

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**Programme Coordinator:** Ponyatovskiy, Feliks, PhD

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 Counseling; (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 fulfill 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 Biblical Spirituality

### **Persons who successfully complete the Discipleship and Biblical Spirituality 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 fulfillment as well as apply spirituality and religiosity in the management of issues of sex and life.

## Pastoral Care and Counseling

**Persons who successfully complete the Pastoral Care and Counseling emphasis should be able to:**

1. Demonstrate a well-developed understanding of the intricate connection between gender, culture, and spirituality, and the ability to analyze 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 counseling 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 and Young Adult Ministry

**Persons who successfully complete the Youth and Young Adult 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 problemsolving 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 Doctor of Ministry

**In addition to the general requirements of the University for admission. Doctor of Ministry applicant must:**

1. Have a Master's degree in Theology/Religion Ministry or Theology, with a minimum Cumulative Grade Point Average (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 and are recommended for admission to the programme for regularization. Applicant's with related Master's degrees shall be required to take appropriate number of prerequisites as shall be determined by the Seminary Admissions' Committee and communicated to the student at the time of admission.
2. Be active in professional ministry for at least 2 years (limited exceptions could be considered) and demonstrate aptitude and commitment for the gospel ministry
3. Be ordained or commissioned to the gospel ministry (limited exceptions could be considered).
4. Have three recommendations completed online. One from the local Church Board and one from your previous University and from the employing organization (Conference, Union or Division). The applicant should seek the consent of the referees before submitting their details.
5. Submit a paper (2-4 pages) that provides an applicant's objectives in seeking the degree.
6. Complete successfully a course equivalent to GSEM 607 Documentary Research and Writing.
7. 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.
8. 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 Coordinator 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 Coordinator will advise the student and recommend corrective action.

### Time Limit for Completing the DMin Degree

The duration of the programme is three years. A maximum of ten (10) years to complete the degree from the date of first enrollment. Should extenuating circumstances preclude completion in the extended time frame, a petition may be filed through the Programme Coordinator 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 Coordinator 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 fulfill 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.

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 core courses, 12 credit hours of specialization courses, and 21 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.
- e. Successfully complete, submit, and defend the DMin Dissertation

## Regulations and Procedures for DMin Dissertation

Refer to the Theological Seminary Research Protocol for more details.

DMin – Full Time   2 Years (4 Semesters) Total 45 Credits			
Year 1		Year 2	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>12</b>	<b>12</b>	<b>12</b>	<b>9</b>

DMin – Part Time   4 Years (4 Sessions) Total 45 Credits			
Year 1 – Session 1	Year 2 – Session 2	Year 3 – Session 3	Year 4 – Session 4
<b>12</b>	<b>12</b>	<b>12</b>	<b>9</b>

Requirements	Credits
Core Courses	12
Specialization	21
Research & Thesis/Project	12
<b>Total</b>	<b>45</b>

**Specializations:**

- » Church, African Society and Mission
- » Church Leadership and Administration
- » Discipleship and Biblical Spirituality
- » Evangelism and Church Growth
- » Marriage and Family
- » Pastoral Care and Counseling
- » Word, Worship and Liturgy
- » Youth and Young Adult Ministry

## Core Courses

Code	Course Title	Credits
GSEM 708	Advanced Methods of Teaching the Bible	3
CHMN/ LEAD 703	Theology and Practice of Leadership	3
CHMN/LEAD 706	Spiritual and Theological Foundations for Ministry	3
CHMN 735	Ethical/Moral Formation for Leadership in Africa	3
<b>Total</b>		<b>12</b>

## Specialization Courses

Chaplaincy		
CHMN 725	Advanced Competencies and Ethical Issues in Chaplaincy	3
CHMN 739	Clinical Issues in Care and Counseling	3
CHMN 757	Professional Formation and Practice in Chaplaincy Ministry	3
CHMN 771	Theory & Research in Chaplaincy	3
<b>Total</b>		<b>12</b>

Church, African Society and Mission		
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
<b>Total</b>		<b>12</b>

Church Leadership and Administration		
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
<b>Total</b>		<b>12</b>

Discipleship and Biblical Spirituality		
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 762	Corporate Ministry for Discipleship and Spirituality	3
<b>Total</b>		<b>12</b>

Evangelism and Church Growth		
Church Growth		
CHMN 716	Revivals and Church Growth Strategies in Africa	3
CHMN 718	Perspectives on Mission and Church Growth Strategies	3
CHMN 767	Formation of Evangelistic Strategy	3
CHMN 787	The Mission-Oriented Church	3
<b>Total</b>		<b>12</b>

Urban Mission		
CHMN 721	Church Growth and Discipleship in Africa	3
CHMN 723	Strategies for Urban Mission	3
<i>Students are required to choose two courses from the following three options:</i>		
CHMN 722	Urban Church Leadership	3
CHMN 781	Contextualized Discipleship	3
CHMN 789	The Church in the City	3
<b>Total</b>		<b>12</b>

Marriage and Family		
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
Total		12

Pastoral Care and Counselling		
CHMN 719	Cultural and Contextual Dimensions of Pastoral Counseling	3
CHMN 729	Professional Development in Pastoral Care	3
CHMN 749	The Pastor as a Person and Caregiver	3
CHMN 759	Pastoral Care and Counseling	3
<b>Total</b>		<b>12</b>

Word, Worship and Liturgy		
CHMN 742	Preaching the Literary Forms of the Bible	3
CHMN 773	Word and Liturgy in African Context	3
CHMN 774	Advanced Homiletical Competencies	3
CHMN 780	Spiritual Nurture and Religious Education	3
<b>Total</b>		<b>12</b>

Youth and Young Adult Ministry		
CHMN 720	Current Issues in Youth Ministry	3
CHMN 750	Counseling Youth and Young Adults	3
CHMN 760	Advanced Youth Ministry	3
CHMN/LEAD 770	Youth Ministry Leadership	3
<b>Total</b>		<b>12</b>

Research		
CHMN/LEAD 704	Seminar in Applied Theology Methods	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
AFTR/MSSN 721	Seminar in African Traditional Religions	3
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>21</b>

## Part Time Schedule

Chaplaincy		
Year 1   Session 1		
GSEM 708	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
CHMN 735	Ethical/Moral Formation for Leadership	3
GSEM 760	Quantitative Research Methods in Mission and Ministry	3
CHMN 725	Advanced Chaplaincy Competencies and Ethical Issues in Chaplaincy	3
CHMN 739	Clinical Issues in Care and Counseling	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
AFTR/ MSSN 721	Seminar in African Traditional Religions	3
CHMN 704	Seminar in Applied Theology Methods	3
CHMN 757	Advanced Professional Formation and Practice in Chaplaincy Ministry	3
CHMN 771	Theory & Research in Chaplaincy	3
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>

Church, African Society and Mission		
Year 1   Session 1		
GSEM 708	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
CHMN 735	Ethical/Moral Formation for Leadership	3
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
CHMN 712	The Church, Its Mission, and the African Society	3
MSSN 731	Cultural and Religious Analysis	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
AFTR/ MSSN 721	Seminar in African Traditional Religions	3
CHMN 704	Seminar in Applied Theology Methods 3 credits	3
MSSN 741	Mission Strategy Development	3
CHMN 751	The African Church and Social Issues	3
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>

Church Leadership and Administration		
Year 1   Session 1		
GSEM 708	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
CHMN 735	Ethical/Moral Formation for Leadership	3
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
CHMN/LEAD 743	Leadership in Cross-Cultural Perspectives	3
CHMN/LEAD 753	Leadership and Spirituality	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
AFTR/ MSSN 721	Seminar in African Traditional Religions	3
CHMN 704	Seminar in Applied Theology Methods 3 credits	3
CHMN/ LEAD 763	Advanced Leadership Competencies	3
CHMN/ LEAD 783	Leading and Managing the Church Organization	3
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>

Discipleship and Biblical Spirituality		
Year 1   Session 1		
GSEM 608	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
CHMN 735	Ethical/Moral Formation for Leadership	3
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
CHMN 727	The Personal Practice of Biblical Spirituality	3
CHMN 737	Church Growth and Discipleship in the Urban Church	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
AFTR/ MSSN 721	Seminar in African Traditional Religions	3
CHMN 704	Seminar in Applied Theology Methods	3
CHMN 740	Mentoring for Discipleship and Spiritual Growth	3
CHMN 762	Corporate Ministry for Discipleship and Biblical Spirituality	3
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>

Evangelism & Church Growth		
Year 1   Session 1		
GSEM 708	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
CHMN 716	Revivals and Church Growth Strategies in Africa	3
CHMN 718	Perspectives on Mission and Church Growth Strategies	3
CHMN 767	Formation of Evangelistic Strategy	3
CHMN 787	The Mission-Oriented Church	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
CHMN 723	Strategies for Urban Mission	3
<i>Students are required to choose two courses from the following three options:</i>		
CHMN 722	Urban Church Leadership	3
CHMN 781	Contextualized Discipleship	3
CHMN 789	The Church in the City	3
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>

## Marriage and Family

### Year 1 | Session 1

GSEM 708	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

### Year 2 | Session 2

CHMN 735	Ethical/Moral Formation for Leadership	3
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
CHMN 745	The Family: Building Communities of Caring and Hope	3
CHMN 754	Professional Issues in Marriage and Family Therapy	3
<b>Total</b>		<b>12</b>

### Year 3 | Session 3

AFTR/ MSSN 721	Seminar in African Traditional Religions	3
CHMN 704	Seminar in Applied Theology Methods 3 credits	3
CHMN 765	Human Sexuality	3
CHMN 775	Parenting, Education and Guiding	3
<b>Total</b>		<b>12</b>

### Year 4 | Session 4

GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>

## Pastoral Care and Counseling

### Year 1 | Session 1

GSEM 708	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

### Year 2 | Session 2

CHMN 735	Ethical/Moral Formation for Leadership	3
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
CHMN 719	Cultural and Contextual Dimensions of Pastoral Counseling	3
CHMN 729	Professional Development in Pastoral Care	3
<b>Total</b>		<b>12</b>

### Year 3 | Session 3

AFTR/ MSSN 721	Seminar in African Traditional Religions	3
CHMN 704 3	Seminar in Applied Theology Methods 3 credits	3
CHMN 749	The Pastor as a Person and Caregiver	3
CHMN 759	Pastoral Care and Counseling	3
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>

Word, Worship and Liturgy		
Year 1   Session 1		
GSEM 708	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Qualitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
CHMN 735	Ethical/Moral Formation for Leadership	3
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
CHMN 742	Preaching the Literary Forms of the Bible	3
CHMN/AFTR 773	Word and Liturgy in an African Context	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
AFTR/ MSSN 721	Seminar in African Traditional Religions	3
CHMN 704	Seminar in Applied Theology Methods 3 credits	3
CHMN 774	Advanced Homiletical Competencies	3
CHMN 780	Spiritual Nurture and Religious Education	3
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>

Youth and Young Adult Ministry		
Year 1   Session 1		
GSEM 708	Advanced Methods of Teaching Bible	3
CHMN 703	Theology and Practice of Leadership	3
CHMN 706	Spiritual and Theological Foundations for Ministry	3
GSEM 793	Quantitative Research Methods in Mission and Ministry	3
<b>Total</b>		<b>12</b>

Year 2   Session 2		
CHMN 735	Ethical/Moral Formation for Leadership	3
GSEM 794	Quantitative Research Methods in Mission and Ministry	3
CHMN 720	Current Issues in Youth Ministry	3
CHMN 750	Counselling Youth and Young Adults	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
AFTR/ MSSN 721	Seminar in African Traditional Religions	3
CHMN 704	Seminar in Applied Theology Methods	3
CHMN 760	Advanced Youth Ministry	3
CHMN/ LEAD 770	Youth Ministry Leadership	3
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 795	DMin Dissertation	9
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>45</b>



# Department of Biblical and Theological-Historical Studies

Master of Arts in Biblical and Theological Studies

Doctor of Philosophy in Biblical and Theological Studies

## Master of Arts in Biblical and Theological Studies

**Programme Coordinator:** Augustine Tchamba, PhD

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 Scripture, theology, and church history. With the challenges of local and global changes and transformations on the continent, ministry in all its areas now requires specialized training.

**The five specializations/majors offered are:**

- » Old Testament
- » New Testament
- » Biblical Languages
- » Systematic Theology
- » Church History

The five 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 front-line 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 critical 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 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

### Biblical Studies

**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. Analyze and synthesize various theological themes of the Bible
4. Prepare and teach courses in biblical languages at the 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 the 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. Analyze 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 to MABTS

**In addition to the general requirements of the University for admission into Master's programmes, the applicants must:**

1. Have bachelor's degree in Theology/Religion from an accredited University with at least 72 credits of theology courses and with a minimum CGPA of 3.00 on a 4-point scale or its equivalent grade of 60%.
2. Have two recommendations completed online: One from the local Church Board and one from your previous University or from the employing organization if employed. The applicant should seek the consent of the referee before submitting their details.
3. Demonstrate proficiency in English
4. Demonstrate proficiency in Hebrew and Greek Grammar by presenting a recent transcript, dated within the last three years, as evidence of completion of the relevant classes or by challenge exams. If an applicant does not fulfill this requirement, he or she will take Hebrew and Greek Grammars as prerequisite courses.

## 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 39 credits of coursework and six credits of Thesis writing within a maximum of five years.
2. Maintain a minimum cumulative GPA of not less than 3.00 (on the 4.0 scale). Passing grade for each course is a C or above.
3. Attend regularly research colloquia as may be arranged for by the programme committee for academic enrichment.

4. Write and successfully defend a thesis under the supervision of advisors appointed by the programme committee. The Thesis must be prepared in accordance with the Theological Seminary, Adventist University of Africa guidelines for research and should be approximately 60-80 pages in length.

## Thesis Writing

For the guidelines on writing the Master of Arts in Biblical and Theological Studies Thesis refer to Theological Seminary Research Handbook. Upon the completion, the thesis defended and assessed according to the following percentage scale: advisor - 40%, co-advisor - 30%, oral defense - 30%.

MABTS – Full Time   2 Years (3 Semesters) Total 45 Credits			
Year 1		Year 2	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>12</b>	<b>12</b>	<b>12</b>	<b>9</b>

MABTS – Part Time   3 Years (3 Sessions) Total 42 Credits		
Year 1 – Session 1	Year 2 – Session 2	Year 3 – Session 3
<b>15</b>	<b>15</b>	<b>15</b>

Requirements	Credits
Core Courses	12
Specialization	18
Research & Thesis/Project	12
<b>Total</b>	<b>42</b>

### Specializations:

- » Old Testament
- » New Testament
- » Systematic Theology
- » Church History
- » Biblical Languages

### Core Courses

Code	Course Title	Credits
CHMN 643	Christian Professional Ethics	3
NTST/OTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
NTST 558	Readings in Greek New Testament	3
<b>Total</b>		<b>12</b>

## Specialization Courses

Old Testament		
OTST 620	Old Testament Backgrounds	3
OTST 682	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	3
OTST 667	Pre-Exilic Prophets	3
<b>Total</b>		<b>18</b>

New Testament		
NTST 620	New Testament Background	3
NTST 636	Principles and Methods of New Testament Exegesis	3
NTST 660	Gospels	3
NTST 664	Studies in Romans and Galatians	3
NTST 670	The Book of Revelation	3
NTST 682	Theology of the New Testament	3
<b>Total</b>		<b>18</b>

Systematic Theology		
THST 603	Seminar in Selected Theological Issues	3
THST 678	Issues in Science and Religion	3
THST 625	Doctrine of Salvation	3
THST 674	Philosophy and Theology in Christian Thoughts	3
OTST/NTST 646	Studies in Biblical Exegesis	3
THST 618	The Doctrine of Christ	3
<b>Total</b>		<b>18</b>

Church History		
CHIS 624	Issues in Ellen G. White Studies	3
CHIS 602	Seminar in Selected Topics of Church History	3
CHIS 678	History of Seventh-day Adventist Church in Africa	3
THST 661	Contemporary Issues in SDA Theology	3
CHIS 610	History of the Early and Medieval Church	3
CHIS 613	History of the Reformation and Modern Church	3
<b>Total</b>		<b>18</b>

Biblical Languages		
OTST 626	Advanced Biblical Hebrew	3
NTST 626	Advanced Biblical Greek	3
OTST 636/ NTST 636	Principles and Methods of Old Testament Exegesis and Methods of New Testament Exegesis	3
OTST 651	Biblical Aramaic	3
OTST 672	The Book of Daniel	3
NTST 670	The Book of Revelation	3
<b>Total</b>		<b>18</b>

Research		
GSEM 607	Documentary Research and Writing	3
OTST/NTST/ THST/CHIS 662	Research Proposal Seminar	3
GSEM 697	Master's Thesis	6
<b>Total</b>		<b>12</b>

## Full Time Schedule

Old Testament		
Year 1   First Semester		
GSEM 605	Documentary Research and Writing	3
CHMN 643	Christian Professional Ethics	3
OTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
NTST 558	Readings in Greek New Testament	3
OTST 620	Old Testament Backgrounds	3
OTST 6821	Theology of the Old Testament	3
OTST 636	Principles and Methods of Old Testament Exegesis	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
OTST 665	The Pentateuch	3
OTST 667	Pre-Exilic Prophets	3
OTST 662	Research Proposal Seminar	3
<b>Total</b>		<b>12</b>

Year 2   Second Semester		
OTST 672	The Book of Daniel	3
GSEM 697	Master of Arts Thesis	6
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

New Testament		
Year 1   First Semester		
GSEM 607	Documentary Research and Writing	3
CHMN 643	Christian Professional Ethics	3
NTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
NTST 558	Readings in Greek New Testament	3
OTST 620	Old Testament Backgrounds	3
OTST 682	Theology of the Old Testament	3
OTST 636	Principles and Methods of Old Testament Exegesis	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
OTST 665	The Pentateuch	3
OTST 667	Pre-Exilic Prophets	3
OTST 662	Research Proposal Seminar	3
<b>Total</b>		<b>9</b>

Year 2   Second Semester		
OTST 672	The Book of Daniel	3
GSEM 697	Master of Arts Thesis	6
Total		9
<b>Grand Total Credit Hours</b>		<b>45</b>

Systematic Theology		
Year 1   First Semester		
Code	Course Title	Credits
GSEM 607	Documentary Research and Writing	3
NTST/OTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
CHMN 643	Christian Professional Ethics	3
THST 602	Seminar in Selected Theological Issues	3
NTST 558	Readings in Greek New Testament	3
THST 678	Issues in Science and Religion	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
THST 625	Doctrine of Salvation	3
THST 662	Research Proposal Seminar	3
THST 618	The Doctrine of Christ	3
OTST/NTST 646	Studies in Biblical Exegesis	3
<b>Total</b>		<b>12</b>

Year 2   Second Semester		
THST 674	Philosophy and Theology in Christian Thought	3
GSEM 697	Master's Thesis	6
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>44</b>

Church History		
Year 1   First Semester		
GSEM 607	Documentary Research and Writing	3
NTST/OTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
<b>Total</b>		<b>9</b>

Year 1   Second Semester		
CHMN 643	Christian Professional Ethics	3
THST 602	Seminar in Selected Theological Issues	3
NTST 558	Readings in Greek New Testament	3
CHIS 624	Issues in Ellen G. White Studies	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
CHIS 613	History of the Reformation and Modern Church	3
THST 661	Contemporary Issues in SDA Theology	3
CHIS 610	History of the Early and Medieval Church	3
CHIS 662	Research Proposal Seminar	3
<b>Total</b>		<b>12</b>

Year 2   Second Semester		
CHIS 678	History of Seventh-day Adventist Church in Africa	3
GSEM 697	Master's Thesis	6
Total		9
<b>Grand Total Credit Hours</b>		<b>42</b>

Biblical Languages		
Year 1   First Semester		
GSEM 607	Documentary Research and Writing	3
CHMN 643	Christian Professional Ethics	3
NTST/OTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
NTST 558	Readings in Greek New Testament	3
OTST 626	Advanced Biblical Hebrew	3
NTST 626	Advanced Biblical Greek	3
OTST 636	Principles and Methods of Old Testament Exegesis	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
OTST 651	Biblical Aramaic	3
OTST 667	The Book of Revelation	3
OTST/NTST 662	Research Proposal Seminar	3
<b>Total</b>		<b>9</b>

Year 2   Second Semester		
OTST 672	The Book of Daniel	3
GSEM 697	Master's Thesis	6
<b>Total</b>		<b>9</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## Part Time Schedule

Old Testament		
Year 1   Session 1		
GSEM 607	Documentary Research and Writing	3
CHMN 643	Christian Professional Ethics	3
OTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
NTST 558	Readings in Greek New Testament	3
<b>Total</b>		<b>15</b>

Year 2   Session 2		
OTST 620	Old Testament Backgrounds	3
OTST 682	Theology of the Old Testament	3
OTST 636	Principles and Methods of Old Testament Exegesis	3
OTST 662	Research Proposal Seminar	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
OTST 665	The Pentateuch	3
OTST 672	The Book of Daniel	3
OTST 667	Pre-Exilic Prophets	3
GSEM697	Master's Thesis	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

New Testament		
Year 1   Session 1		
GSEM 607	Documentary Research and Writing	3
CHMN 643	Christian Professional Ethics	3
NTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
NTST 558	Readings in Greek New Testament	3
<b>Total</b>		<b>15</b>

Year 2   Session 2		
NTST 620	New Testament Backgrounds	3
NTST 660	Gospels	3
NTST 636	Principles and Methods of New Testament Exegesis	3
NTST 664	Studies in Romans and Galatians	3
NTST 661	Research Proposal Seminar	3
<b>Total</b>		<b>15</b>

Year 3   Session 3		
NTST 670	The Book of Revelation	3
NTST 682	Theology of the New Testament	3
GSEM 697	Master's Thesis	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Systematic Theology		
Year 1   Session 1		
GSEM 607	Documentary Research and Writing	3
THST 678	Issues in Science and Religion	3
NTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
NTST 558	Readings in Greek New Testament	3
<b>Total</b>		<b>15</b>

Year 2   Session 2		
CHMN 643	Christian Professional Ethics	3
THST 602	Seminar in Selected Theological Issues	3
OTST/NTST 646	Studies in Biblical Exegesis	3
THST 674	Philosophy and Theology in Christian Thought	3
THST 662	Research Proposal Seminar	3
<b>Total</b>		<b>15</b>

Year 3   Session 3		
THST 625	Doctrine of Salvation	3
THST 618	The Doctrine of Christ	3
GSEM 697	Master's Thesis	6
<b>Total</b>		<b>12</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Church History		
Year 1   Session 1		
GSEM 607	Documentary Research and Writing	3
CHIS 624	Issues in Ellen G. White Studies	3
NTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
NTST 558	Readings in Greek New Testament	3
<b>Total</b>		<b>15</b>

Year 2   Session 2		
CHMN 643	Christian Professional Ethics	3
CHIS 602	Seminar in Selected Topics of Church History	3
CHIS 610	History of the Early and Medieval Church	3
CHIS 662	Research Proposal Seminar	3
<b>Total</b>		<b>12</b>

Year 3   Session 3		
CHIS 613	History of the Reformation and Modern Church	3
THST 661	Contemporary Issues in SDA Theology	3
CHIS 678	History of Seventh-day Adventist Church in Africa	3
GSEM 697	Master of Arts Thesis	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

Biblical Languages		
Year 1   Session 1		
GSEM 607	Documentary Research and Writing	3
CHMN 643	Christian Professional Ethics	3
NTST 612	Biblical Hermeneutics	3
OTST 558	Readings in Hebrew Old Testament	3
NTST 558	Readings in Greek New Testament	3
<b>Total</b>		<b>15</b>
Year 2   Session 2		
OTST 626	Advanced Biblical Hebrew	3
NTST 626	Advanced Biblical Greek	3
OTST 636/ NTST 636	Principles and Methods of Old Testament Exegesis and Methods of New Testament Exegesis	3
OTST/NTST 662	Research Proposal Seminar	3
<b>Total</b>		<b>12</b>
Year 3   Session 3		
OTST 651	Biblical Aramaic	3
OTST 672	The Book of Daniel	3
NTST 670	The Book of Revelation	3
GSEM 697	Master's Thesis	6
<b>Total</b>		<b>15</b>
<b>Grand Total Credit Hours</b>		<b>42</b>

## PhD In Biblical and Theological Studies

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 skillful 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, analyze 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 analyze the historical backgrounds of the Old and the New Testament and see God's work in dealing with His people and how they fit in that overall picture
- b. Evaluate biblical, theological, and theoretical principles, which undergird academic scholarship concerning all research aspects.
- c. Establish and utilize proper methods of biblical, historical, missiological, theological, and philosophical scholarship and spread these principles through publications, lectureships, conferences, and symposiums.
- d. Analyze 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.
- e. Provide 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.
- f. Practice skills and competencies to teach in areas of expertise, initiate and foster constructive dialogue and relations with other academic communities, and develop an informed global consciousness through various outreach and service programmes.
- g. Describe the theological, philosophical, epistemological, and cultural assumptions on which one's theology is based.

## Admission requirements

1. A Master degree in Biblical/Theological/Religious Studies or their equivalency from an approved Seminary or University with a minimum Cumulative Grade Point Average (CGPA) of 3.33 on 4-point scale or its equivalency.
2. At least 12 credits completed in the chosen area of concentration at the Master's level.
3. Applicants with a CGPA of 3.00-3.32 may be admitted on probation status. After one session, if the student's CGPA is 3.33 or above, they will be regularized; if the CGPA is less than 3.33, the student will have to discontinue the programme due to academic deficiency.
4. 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.
5. A minimum of 2 full years of relevant work/Church ministry experience.
6. 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.
7. Have three Recommendations completed online (one professional recommendation, one academic recommendation, and one character recommendation). The applicant should seek the consent of the referees before submitting their details.
8. Demonstrate proficiency in English.
9. Meet any other requirements as shall be determined by the Admission Committee of the Seminary.

## Prerequisites

1. Applicants shall be required to take appropriate number of prerequisites in the chosen area of specialization, as may be determined by the PhD programme Committee. The prerequisites shall be accepted from the area of concentration based on the courses taken at the graduate level based on the course code (NTST/OTST/THST/CHIS/MSSN).
2. 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 60page research paper as a thesis equivalent.
3. Applicants must present proof of having successfully taken Intermediate Biblical Hebrew and Intermediate Biblical Greek in the Master's transcript during a period of maximum 6 years before applying to the PhD programme. Alternatively, the applicant must demonstrate proficiency in Biblical Hebrew and Greek languages either by challenge examinations or by taking OTST 558 Readings in Hebrew Old Testament and NTST 558 Readings in Greek New Testament courses as prerequisites.
4. Modern languages (theological German or French).

## Areas of Specialization:

**| Each PhD in Biblical and Theological Studies candidate will choose one area of specialization from the following:**

- » Old Testament Studies
- » New Testament Studies
- » Systematic Theology
- » Church History
- » World Mission

**| In addition to a specialization, students must choose a cognate from a different field of study as follows:**

- » Old Testament Studies
- » New Testament Studies
- » Systematic Theology
- » Church History
- » World Mission

## Expected Learning Outcomes of the Old Testament Studies Specialization

1. Demonstrate expertise in interpreting Old Testament texts using original languages and advanced exegetical methods, producing scholarly insights grounded in historical, literary, and theological analysis.
2. Evaluate and articulate the theological themes of the Old Testament, engaging critically with diverse perspectives and applying these insights to contemporary issues within the Church and academic discourse.
3. Conduct and present original academic research that contributes meaningfully to the field of Old Testament studies and meets the highest standards of scholarly integrity, innovation, and relevance.
4. Engage critically with historical, cultural, and canonical dimensions of the Old Testament, demonstrating an ability to synthesize complex material and present coherent theological reflections.
5. Exhibit professional competence in theological education and academic communication, including teaching, mentoring, publishing, and contributing to scholarly and ecclesial communities.

## **Expected Learning Outcomes of the New Testament Studies specialization**

1. Demonstrate advanced competence in interpreting New Testament texts in their original languages, employing rigorous linguistic and exegetical methods within their historical, literary, and theological contexts.
2. Critically assess the development and transmission of early Christian thought, including its relationship with Jewish traditions and Greco-Roman cultural contexts, to produce scholarly contributions that reflect historical and theological depth.
3. Engage constructively with key theological themes and ecclesial concerns of the New Testament, articulating their relevance for contemporary Christian faith, practice, and mission.
4. Conduct original academic research in New Testament studies, utilizing appropriate methodologies and contributing meaningfully to scholarly dialogue through writing, presentations, and publications.
5. Exhibit professional excellence in theological education, demonstrating the ability to teach, mentor, and communicate effectively within academic, church, and intercultural settings.

## **Expected Learning Outcomes of the Systematic Theology specialization**

1. Demonstrate advanced theological reasoning and methodological competence, engaging critically with classical and contemporary theological issues from a biblically grounded, contextually aware perspective.
2. Analyze and evaluate major doctrines and theological traditions, articulating their development, interconnections, and relevance for the Church, academy, and wider society.
3. Engage critically with the historical and philosophical foundations of theological thought, demonstrating the ability to evaluate and articulate key developments, debates, and their implications for doctrinal understanding and contemporary theological challenges.
4. Conduct independent, original research in the field of systematic theology, applying sound scholarly methodology to produce work that advances theological understanding and contributes meaningfully to academic and ecclesial communities.
5. Demonstrate excellence in theological education and communication, equipping learners and leaders through effective teaching, mentoring, writing, and public engagement.

## **Expected Learning Outcomes of the Church History specialization**

1. Demonstrate advanced knowledge of the historical development of Christianity, including its key movements, figures, doctrines, and institutions across various global and cultural contexts.
2. Critically analyze primary and secondary historical sources, employing sound historical methodologies to evaluate the significance of past events for contemporary theological and ecclesial concerns.
3. Engage with regional and global expressions of Christian history, with particular attention to the development of the Church in Africa and the contributions of diverse traditions to the broader Christian narrative.
4. Produce original research that contributes to the academic field of church history, presenting findings through scholarly writing, presentations, and academic discourse at both local and international levels.
5. Exhibit professional competence in teaching and academic leadership, applying historical insight to educate others, foster critical reflection, and support the mission of the Church through theological education and research.

## **Expected Learning Outcomes of the World Mission specialization**

1. Demonstrate a deep understanding of mission theology, strategy, and practice, integrating biblical principles with contemporary approaches for cross-cultural and global engagement.
2. Analyze and respond to complex cultural, religious, and social dynamics, applying critical thinking and contextual awareness to mission challenges in diverse settings.
3. Develop and implement effective models for mission in urban, multicultural, and religiously pluralistic environments, showing sensitivity to local contexts and global realities.

4. Conduct original research in missiological studies, contributing to the advancement of mission theory and practice through scholarly writing, presentations, and publication.
5. Exhibit academic and professional competence in mission education and leadership, effectively mentoring others, facilitating learning, and strengthening the mission of the Church in local and global contexts.

## 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:**

- a. *Coursework (48 credits)* The student must complete the required 48 credits of coursework (39 credits specialization and 9 credits cognate), with a minimum CGPA of 3.33.
- b. *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 one 6-hour examination in the cognate. Comprehensive examinations are normally given one each week over five weeks.
- c. *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: 3 – 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. Maintain a minimum CGPA of 3.33 (on the 4.0 scale). The passing grade for all courses is B.
- c. Successfully pass comprehensive examinations.
- d. Publish and provide evidence of at least two articles in peer-reviewed journals.
- e. Successfully complete, submit, and defend 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 completion of the coursework and successful passing of the 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 (42 credits), complete all prerequisites, if required, and maintain the CGPA minimum of 3.33 (4.0 scale) before taking the comprehensive examinations.
- b. **Scheduling:** Within a five-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, one per semester.
- c. **Purpose:** The comprehensive examinations assess the student's proficiency in major and cognate areas of study, familiarity with pertinent literature, and abilities 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

Students must apply to take their comprehensive examinations no later than the beginning of the semester preceding the examinations.

### Format

At least three of the exams must be in the usual written format, each lasting about six hours. Two comprehensive examinations may be given in the takehome format. 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 Coordinator 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, if a student did not demonstrate sufficient level of knowledge or skills, 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 Coordinator of the PhD Programme or someone appointed by the Coordinator 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.

### Retakes:

Students who fail no more than two comprehensive examinations must retake them 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.

## Advancement to Candidacy

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 Coordinator of the PhD Programme, means that the student is regarded as qualified to write a PhD dissertation.

## Regulations for Dissertation

Before the Dissertation Proposal

### a. Consideration of Topic and Committee

Selecting and getting approval for a dissertation topic and committee is a process that does not have a regular progression of steps. Consideration of the dissertation topic and selection of the dissertation chair and other members of the Doctoral Committee take place simultaneously. Some students may select a topic before approaching faculty members to be on the committee, while others approach faculty first and together select a topic.

Discussion of ideas for potential dissertation topics with several faculty members helps the student in selecting a topic and in choosing a committee. As ideas about topics and committee members crystallize, the student will want to discuss them with his or her adviser and department chair.

Therefore, students who enroll in the PhD programme shall be guided by his assigned research committee to identify a viable research topic/area that can be adequately managed by both the student, and his advising committee in order for the students not to be disappointed and waste much time and money. Students should talk frankly with their advisers at the time of admission to the programme if they have a specific dissertation topic in mind.

**Doctoral Committee Composition:** The Dissertation Committee consists of a minimum of three members including the Chair. The student could select members and a Chair on the basis of each member's potential contribution to the proposed dissertation. The student must have at least two members who are familiar with the content (literature) in the area of the dissertation. At least two of the committee should be from the student's primary area of concentration and it is strongly recommended that at least one of the members be from the student's cognate area.

The Chair of the Dissertation Committee carries the primary responsibility for guiding the student through his or her dissertation and is the person with whom the student works most closely.

The first requirement for a Doctoral Committee Chair is familiarity with the content and/or methodology of a potential topic. Failure to find a faculty member who can competently guide the research means changing the topic. An easy, working relationship with the committee Chair is most important.

### b. Dissertation Topic

The student must relate the dissertation topic to his or her field of specialized study, to an area of academic strength in which he or she can conduct research responsibly, and to the AUA resources available for the support of the research, such as faculty guidance and library holdings (or access to relevant documents). If students enroll in the PhD programme with the intention of researching an area outside the University's competence, they will be disappointed and waste much time and money. Students should talk frankly with their advisers at the time of admission to the programme if they have a specific dissertation topic in mind.

After each member of the committee has agreed to serve, the student should prepare a formal statement of the dissertation topic for the committee. Consult with the committee chair for the presentation format appropriate to the proposed research. Regardless of the nature, the topic proposal should include: the nature of the topic, the problem, the reason the student considers the area important, references to literature, and a brief statement about proposed methodology in the research. After sharing this brief statement (1-2 pages) with the committee Chair, and probably rewriting it, the student should present the statement to the other committee members and request the committee Chair to call a meeting to consider the approval of the topic.

### c. Call of Committee to Vote on the Topic and Submit Request Form for Approval

Fill out the "Request for Doctoral Dissertation Committee and Topic Approval" Form. When the Doctoral Committee meets, the student must convince the members of the appropriateness of his or her topic and of his or her ability to carry out the research. If the Doctoral Committee approves, they sign the "Request for Doctoral Dissertation Committee and Topic Approval" form and submit it to the student's department Chair and the PhD Programme's Office for approval.

### d. After Topic Approval

Only after approval of the topic is the student ready to begin the dissertation proposal. The student must finish the proposal and have it accepted by his or her Doctoral Committee and the PhD Committee before formal work on the dissertation begins.

## Dissertation Proposal

### a. Purpose of the Dissertation Proposal

The dissertation proposal is designed to show the purpose and organization of the student's research. The proposal gives the student's Doctoral Committee and PhD Committee enough information to determine whether the topic the student is investigating and the procedures he or she will be using will be appropriate. Approval of the dissertation proposal authorizes the student to begin writing the dissertation.

### b. Structure

A dissertation proposal consists of a number of sections that should be in an order and format appropriate to the direction and contents of the proposed study. Generally, the proposal consists of a proposed topic or title, a brief introduction to the topic, a brief literature review, a brief statement of the problem, purpose/objectives of the proposed study, scope of the study, research methods and procedures for participant recruitment and data collection, and tentative references of supporting sources.

### c. Style

In both the proposal and the dissertation, the student is to follow a recent edition of Turabian's, *A Manual for Writers of Term Papers, Theses, and Dissertations*, with exceptions as described in the latest edition of "AUA Standards for Written Work."

## Writing the Dissertation

### a. Content, Purpose, and Quality of the Dissertation Must:

- » Reveal the student's familiarity with the literature pertinent to the dissertation.
- » Demonstrate the student's competence to conduct independent research.
- » Present a logically organized and readable account of the investigation, findings, conclusions, and implications.
- » The dissertation should focus on a clearly defined problem of strong importance to the profession and employ well-planned and executed acceptable research techniques.
- » Make an original contribution to a scholarship.

### b. Advising

The Chair of the student's Doctoral Committee or, in special cases, a committee member designated by the PhD Committee, guides the candidate in the research. A responsibility of the Chair as prime mentor is to maintain regular contact and remain available for communication by e-mail during long absences from AUA.

The other members of the student's Doctoral Committee are available for consultation, and the Chair involves them in the dissertation progress on a chapter-by-chapter and/or section-by-section basis. As a rule, one-two years or more are needed for dissertation preparation. The candidate should regularly update the members of the Doctoral Committee regarding his or her progress. It is vital that the student work in the closest possible relationship with his or her committee Chair as he or she begins the dissertation. The first task is to complete the literature review begun in the proposal. If there is any question about editorial work, grammar, or English, consult with an editor before the presentation of the material to the committee Chair.

### c. Dissertation Credit

After the student passes the comprehensive examinations, he or she registers for 16 units of dissertation credit (GSEM995) within the next two years. If the student has registered for 16 dissertation credits and has not defended his or her dissertation, it is still necessary for the student to be registered as a current student. Therefore, each semester the student must either register for either dissertation credit or dissertation continuation until the dissertation is defended. Thus, for any semester after completion of the comprehensive examinations in which the candidate does not register for credit, he or she registers for GSEM888 (Continuation) and pays a nominal continuation fee. If the student is off campus during the dissertation continuation period, the Secretary of the PhD Programme will help complete this process as needed and requested by the student.

### d. Length

The dissertation is typically between 250 and 300 pages in length.

### e. Preliminary Check

As soon as one chapter of the dissertation is written and approved by the student's Doctoral Committee, the Dissertation Secretary checks it. This procedure helps avoid later delays, problems, and expense. The Dissertation Secretary is responsible for assuring the conformity of dissertations to the University's Standards for Written Work. A brief visit with the Dissertation Secretary as the student begins writing his/her dissertation will alert to possible problems.

The Dissertation Secretary should check each chapter as soon as it has been approved by the student's Doctoral Committee.

This early check enables the Dissertation Secretary to spot possible errors or weak areas, a procedure that can save time and money since the final acceptance of the dissertation requires the Dissertation Secretary's signature. Formatting is set by Adventist University of Africa.

#### **f. Abstract**

When the dissertation is complete, but prior to submitting it to the Dissertation Secretary, the student must prepare an abstract of 350 words maximum. The abstract contains a statement of the problem, the nature of the research (or procedure used), a brief chapter-by- chapter summary of the work done and conclusions reached, and a statement (in a sentence or two) of the new contribution of the dissertation to the field of study. The abstract must be succinct, clear, cohesive, logical, and sufficiently informative to give an overview of the dissertation to scholars in the field and to readers somewhat unfamiliar with the topic.

## **Oral Defense of Dissertation**

#### **a. Purpose**

The dissertation defence is to test the student's ability to defend the concepts and data of the dissertation; and to give the student an opportunity to show his or her understanding of the larger context in which the dissertation lies.

#### **b. Dissertation Defense Committee**

The student's Dissertation Defense Committee consists of five persons: the student's Doctoral Committee, augmented by two scholars appointed by the Director of the PhD Programme. One of these additional persons, an external examiner, may be from another institution. The two additional members are usually appointed at least six weeks prior to the oral defense so that they can thoroughly read the completed dissertation, review the field of study, and prepare questions for the oral defense.

#### **c. Submission of Dissertation for Oral Defence**

When the dissertation is complete and approved for defense by the student's Doctoral Committee and Dissertation Secretary, the candidate must submit a copy of the dissertation to the Director of the PhD Programme for approval before making copies for distribution to the members of the Dissertation Defense Committee. The PhD Programme's Office will secure signatures from the student's Doctoral Committee, verifying readiness for defense. The candidate must submit six copies of both the abstract and the dissertation, produced in acceptable style, format, and language, to the Director of the PhD Programme no later than six weeks before the oral dissertation defence and ten weeks before commencement weekend. The Director is responsible for supervising immediate distribution of these copies to the members of the Dissertation Defence Committee. The PhD Programme's Secretary prepares the approval page of the dissertation, on which the members of the Dissertation Defence Committee are to place their signatures following successful completion of the oral dissertation defence, and which the Dean of the Theological Seminary signs when the dissertation receives its final approval from the Dissertation Secretary and the Director of the PhD programme.

#### **d. Timing and Announcement of Oral Defence**

The oral defense usually does not take place earlier than twelve months after the student has passed the comprehensive examinations, and it is to be held no later than four weeks before the doctoral degree is to be conferred. The oral defense is publicly announced by the Director of the PhD Programme's at least two weeks before the date of the defense. No defense is scheduled during the final two weeks of a term or during the interim between regular semesters.

The PhD Programme's Office reserves the right to schedule defences according to available time and faculty availability. It is advisable to defend during the semester, at least three weeks before the annual timelines that are provided for the submission of work to for editing by the University's Research Office.

#### **e. Approval of Dissertation for Defence**

Before finalization of the defense date, the student's committee must indicate by signature that the dissertation is "ready to defend." Doctoral Committee members should contact the PhD Programme's Office to provide their signatures of approval 8 weeks prior to defense, including external examiner's satisfaction. Faculty who are off campus may email the PhD Programme's Office in lieu of a signature.

#### **f. Observers at Oral Defence**

Individuals wishing to attend the oral defense as observers must request permission through the PhD Programme's Office. The candidate may submit a request to the Director of the PhD Programme to invite guests as observers.

#### **g. Procedures Governing Oral Defence**

Two hours are scheduled for the oral defense, which takes place before the Dissertation Defense Committee, with the Director of the PhD Programme or his designee presiding. The Director also chairs the executive session that follows the defense, but without voting. The oral defence concentrates on the dissertation and is designed to test the candidate's ability to defend its

concepts and data and to examine significant material related to it. The candidate is expected to demonstrate an understanding of the larger context of his or her subject. While the examiners begin with previously prepared questions, it is expected that as the defence progresses, other questions will emerge.

**After the defence of the dissertation, the executive session of the defence panel and the Dissertation Committee meet to vote on acceptance or rejection of the dissertation. The decision of the Dissertation Committee falls into one of the following four categories:**

1. Acceptance of the Dissertation as presented.
2. Acceptance of the Dissertation subject to minor revisions to be done within three months.
3. Acceptance of Dissertation subject to major revisions to be done within five months.
4. Rejection of the Dissertation with guidelines for resubmission, which will be outlined based on the individual student needs.

**Note:** Participation in the oral defence is to be undertaken in a fully professional manner by all parties concerned. Punctuality, careful consideration of the purpose of the examination, and adherence to prescribed procedures are required of all parties. The Chair of the oral defence may rule a line of questioning out of order if he or she feels that an examiner is straying from the central purpose of the defence.

## Completing the Dissertation Process

### a. Revisions

If the candidate's dissertation is accepted subject to minor or major revisions, he or she is responsible for making all revisions/corrections during 3-5 months period. The Chair of the student's Doctoral Committee supervises the revision process. As soon as the Chair is satisfied that the revisions have been satisfactorily completed, he or she submits the dissertation for approval to the Director of the PhD Programme.

### b. Rejection

Rejection of a dissertation terminates the student's doctoral candidacy. However, the PhD Committee may decide whether the student is permitted to write and submit another dissertation and what specific requirements would apply, including possible further coursework and comprehensive examinations.

### c. Recommendation for the Doctoral Degree

After a successful defense, the Director of the PhD Programme recommends the candidate to the Dean of the Theological Seminary, who in turn presents the candidate to the Seminary faculty for conferral of the doctoral degree.

### d. Final Submission of the Dissertation

At least four weeks prior to conferral of the doctoral degree, following oral defence of the dissertation the candidate must submit the following to the Dissertation Secretary and the Director of the PhD Programme for final review of conformity to University standards: the final form of the dissertation and abstract; a statement of approval signed by the Chair of the student's Doctoral Committee the student should inform the Dissertation Secretary of any revisions that have been suggested by the Defence Committee and made by the student, so that typographical and other errors may be avoided in the final dissertation form after the Dissertation Secretary and PhD Director have given the final approvals; the Dean of the Theological Seminary signs the approval page.

*For more guidelines on writing the PhD Dissertation refer to TS Research Handbook.*

PhD BTS - 1 – Full Time   3 Years (6 Semesters) Total 64 Credits					
Year 1		Year 2		Year 3	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
12	12	12	12	16	Register

PhD BTS - 1 – Part Time   4 Years (4 Sessions)			
Total 64 Credits	Year 2 – Session 2	Year 3 – Session 3	Year 4 - Session 4
Year 1 – Session 1	18	12	16
18	18	12	16

Requirements	Credits
Core Courses	27
Cognates	9
Research & Thesis/Project	28
<b>Total</b>	<b>64</b>

Duration of the Programme	Years	Semesters/Sessions
Full-time	4	8 Semesters
Part-time	4	4 Sessions

### | Specializations:

- » Old Testament
- » New Testament
- » Systematic Theology
- » Church History
- » World Mission

### Specialization Courses

Old Testament		
OTST 862	Advanced Old Testament Exegesis	3
OTST 848	Advanced Hebrew Grammar	3
OTST 861	Biblical Aramaic	3
OTST 850	Exilic Prophets	3
OTST 870	Biblical Wisdom Literature	3
OTST 882	Theology of the OT Eschatology	3
OTST 865	Historical Books	3
OTST 860	Theology of the Sanctuary	3
GSEM 890	Course Development and Teaching Practicum	3
GSEM 950	Comprehensive Exams	0
<b>Total</b>		<b>27</b>

New Testament		
Code	Course Title	Credits
NTST 848	Advanced Greek Grammar	3
NTST 861	Reading LXX	3
NTST 862	Studies in Jewish Writings	3
NTST 850	Exegesis: 1 & 2 Corinthians	3
NTST 870	Prison Epistles of Paul	3
NTST 860	Theology of the Sanctuary	3
NTST 865	Pastoral Epistles	3
NTST 882	Advanced Studies in the Gospel	3
GSEM 890	Course Development and Teaching Practicum	3
GSEM 950	Comprehensive Exams	0
Total		27

Systematic Theology		
THST 861	Principles and Methods of Theology	3
THST 862	Biblical Eschatology	3
THST 855	Early Christian Theology	3
THST 887	Contemporary Theology	3
THST 863	Doctrine of God	3
THST 870	Protestant Theological Heritage	3
THST 881	History and Theology of Ecumenism	3
THST 882	Human Nature and Destiny	3
GSEM 890	Course Development and Teaching Practicum	3
GSEM 950	Comprehensive Exams	0
<b>Total</b>		<b>27</b>

Church History		
CHIS 870	Protestant Theological and Historical Thought	3
CHIS 881	History and theology of Ecumenism	3
CHIS 855	History of Early Christian Theology	3
CHIS 885	Topics in Adventist Studies	3
CHIS 828	History of Christianity: The Contemporary Period	3
CHIS 884	History of Christianity in Africa	3
CHIS 865	Issues in Contemporary African Church History	3
CHIS 875	History and Development of Adventist Doctrines	3
GSEM 890	Course Development and Teaching Practicum	3
GSEM 950	Comprehensive Exams	0
<b>Total</b>		<b>27</b>

World Mission		
MSSN 870	Mission Strategy Development	3
MSSN 872	Contextualization	3
MSSN 876	Contemporary Issues in Global and Urban Mission	3
MSSN 875	Anthropology for World Mission and Ministry	3
MSSN 860	Witnessing to Animistic Religions	3
MSSN 855	Qualitative Research Methods in Mission and Ministry	3
MSSN 855	Quantitative Research Methods in Mission and Ministry	3
MSSN 882	Islamic Culture and Society	3
GSEM 890	Course Development and Teaching Practicum	3
GSEM 950	Comprehensive Exams	0
<b>Total</b>		<b>27</b>

Research		
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
GSEM 955	PhD Dissertation	16
OTST/NTST/ THST/MSSN 880	Seminar in OT/NT/ST/MS Studies	3
OTST/NTST/ THST/MSSN 886	Directed Independent Research	3
OTST/NTST/ THST/MSSN 893	Interdisciplinary Seminar	3
<b>Total</b>		<b>28</b>

## Cognate Courses (Choose any three PhD level specialization courses for the cognate area)

Cognate		
	Cognate I	3
	Cognate II	3
	Cognate III	3
<b>Total</b>		<b>9</b>

## Full Time Schedule

Old Testament		
Year 1   First Semester		
OTST 848	Advanced Hebrew	3
OTST 850	Exilic Prophets	3
OTST 860	Theology of the Sanctuary	3
OTST 861	Biblical Aramaic	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
OTST 863	Advanced Old Testament Exegesis	3
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
OTST 865	Historical Books	3
OTST 870	Biblical Wisdom Literature	3
<b>Total</b>		<b>12</b>

New Testament		
Year 1   First Semester		
NTST 848	Advanced Greek	3
NTST 850	Exegesis: 1 and 2 Corinthians	3
NTST 860	Theology of the Sanctuary	3
NTST 861	Reading LXX	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
NTST 862	Studies in Jewish Writings	3
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
NTST 865	Pastoral Epistles	3
NTST 870	Prison Epistles of Paul	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
NTST 880	Seminar in NT Studies and Methods	3
GSEM 890	Course Development and Teaching Practicum	3
NTST 882	Advanced Studies in the Gospels	3
	Cognate (Choose a course from your cognate)	3
<b>Total</b>		<b>12</b>

Year 2   Second Semester		
GSEM 728/729	Reading Theological French\ German	3
NTST 886	Directed Independent Research	3
OTST/ NTST/ THST/ MSSN 893	Interdisciplinary Seminar (Cognate)	3
NTST 850	Exegesis 1 & Corinthians	3
<b>Total</b>		<b>12</b>

Year 3   First Semester		
GSEM 995	PhD Dissertation	16
GSEM 950	Comprehensive Exams (3 to 6 months preparation)	0
	Submit an article for Publication	0
<b>Total</b>		<b>16</b>

Year 3   Second Semester		
GSEM 995	PhD Dissertation Continuation	0
<b>Total</b>		<b>0</b>
<b>Grand Total Credit Hours</b>		<b>64</b>

Systematic Theology		
Year 1   First Semester		
THST 861	Principles and Methods of Theology	3
THST 855	Early Christian Theology	3
THST 860	Contemporary Theology	3
THST 865	Doctrine of God	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
THST 862	Biblical Eschatology	3
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
THST 882	Human Nature and Destiny	3
THST 870	Protestant Theological Heritage	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
THST 880	Seminar in Theological Issues	3
GSEM 890	Course Development and Teaching Practicum	3
THST 881	History and Theology of Ecumenism	3
	Cognate (Chose a course from your cognate)	3
Total		12

Year 2   Second Semester		
GSEM 728/729	Reading Theological French/ German	3
THST 886	Directed Independent Research	3
OTST/NTST/THST/ MSSN 893	Interdisciplinary Seminar (Cognate)	3
	Cognate (Chose a course from your cognate)	3
	Dissertation Mini Proposal	0
<b>Total</b>		<b>12</b>

Year 3   First Semester		
GSEM 995	PhD Dissertation	16
GSEM 950	Comprehensive Exams (3 to 6 months preparation)	0
	Submit an article for Publication	0
<b>Total</b>		<b>16</b>

Year 3   Second Semester		
GSEM 995	PhD Dissertation Continuation	0
<b>Total</b>		<b>0</b>
<b>Grand Total Credit Hours</b>		<b>64</b>

Church History		
Year 1   First Semester		
MSSN 880	Seminar in Historical Research and Historiography	3
MSSN 855	Early Christian Theology	3
CHIS 856	History of Christianity: The Contemporary Period	3
CHIS 858	History of Christianity in Africa	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
CHIS 875	History and Development of Adventist Doctrines	3
GSEM 867	Dissertation Research Methods and Proposal Seminar	3
MSSN 865	Issues in Contemporary African Church History	3
MSSN 870	Protestant Theological Heritage	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
	Cognate(Choose a course from your cognate)	3
GSEM 890	Course Development and Teaching Practicum	3
CHIS 891	History and Theology of Ecumenism	3
	Cognate (Choose a cognate from your area)	3
<b>Total</b>		<b>12</b>

Year 2   Second Semester		
GSEM 728/729	Reading Theological French/German	3
MSSN 886	Directed Independent Research	3
	Cognate (Choose a cognate from your area)	3
CHIS 855	Topics in Adventist Studies	3
	Dissertation Mini Proposal	
<b>Total</b>		<b>12</b>

Year 3   First Semester		
GSEM 950	Comprehensive Exams (Three - six - Month Preparation)	0
GSEM 995	PhD Dissertation	
	Submit an article for Publication	
<b>Total</b>		

Year 3   Second Semester		
GSEM 995	PhD Dissertation	
	Submit an article for Publication	
<b>Total</b>		

Year 4   First Semester		
GSEM 995	PhD Dissertation Continuation	

Year 4   Second Semester		
GSEM 995	PhD Dissertation Continuation	
	Submit an article for Publication	
	Final Chapter	

World Mission		
Year 1   First Semester		
MSSN 870	Mission Strategy Development	3
MSSN 860	Witnessing to Animistic Religions	3
MSSN 869	Research Methods in Mission and Ministry	3
MSSN 876	Contemporary Issues in Global and Urban Mission	3
<b>Total</b>		<b>12</b>

Year 1   Second Semester		
MSSN 872	Contextualization	3
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
MSSN 882	Islamic Culture and Society	3
MSSN 875	Anthropology for World Mission and Ministry	3
<b>Total</b>		<b>12</b>

Year 2   First Semester		
MSSN 880	Seminar in Social Sciences and Mission	3
GSEM 890	Course Development and Teaching Practicum	3
MSSN 855	Qualitative Research Methods in Mission and Ministry	3
	Cognate (Chose a course from your cognate)	3
<b>Total</b>		<b>12</b>

Year 2   Second Semester		
GSEM 728/729	Quantitative Research Methods in Mission and Ministry	3
MSSN 886	Directed Independent Research	3
OTST/ NTST/ THST/ MSSN 893	Interdisciplinary Seminar (Cognate)	3
	Cognate (Chose a course from your cognate)	3
	Dissertation Mini Proposal	0
<b>Total</b>		<b>12</b>

Year 3   First Semester		
GSEM 995	PhD Dissertation	16
GSEM 950	Comprehensive Exams (3 to 6 months preparation)	0
	Submit an article for Publication	0
<b>Total</b>		<b>16</b>

Year 3   Second Semester		
GSEM 995	PhD Dissertation Continuation	0
<b>Total</b>		<b>0</b>
<b>Grand Total Credit Hours</b>		<b>64</b>

## Part Time Schedule

Old Testament		
Year 1   Session 1		
OTST 848	Advanced Hebrew	3
OTST 850	Exilic Prophets	3
OTST 860	Theology of the Sanctuary	3
OTST 861	Biblical Aramaic	3
OTST 863	Advanced Old Testament Exegesis	3
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
<b>Total</b>		<b>18</b>

Year 2   Session 2		
OTST 865	Historical Books	3
OTST 870	Biblical Wisdom Literature	3
OTST 884	Seminar in Old Testament Studies and Methods	3
OTST 882	Theology of the Old Testament Eschatology	3
	Cognate (Chose a course from your cognate)	3
	Submit an article for publication	
<b>Total</b>		<b>18</b>

Year 3   Session 3		
GSEM 728/729	Reading Theological French/ German	3
OTST 886	Directed Independent Research	3
OTST/ NTST/ THST/ MSSN 893	Interdisciplinary Seminar	3
	Cognate (Chose a course from your cognate)	3
GSEM 950	Comprehensive Exams (3 to 6 months preparation)	0
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 995	PhD Dissertation	16
	Submission of Article for publication	0
<b>Total</b>		<b>16</b>
<b>Grand Total Credit Hours</b>		<b>64</b>

New Testament		
Year 1   Session 1		
NTST 848	Advanced Greek	3
NTST 850	Exegesis: 1 and 2 Corinthians	3
NTST 860	Theology of the Sanctuary	3
NTST 861	Reading LXX	3
NTST 862	Studies in Jewish Writings	3
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
<b>Total</b>		<b>18</b>

Year 2   Session 2		
NTST 865	Pastoral Epistles	3
NTST 870	Prison Epistles of Paul	3
NTST 880	Seminar in NT Studies and Methods	3
GSEM 890	Course Development and Teaching Practicum	3
NTST 882	Advanced studies in the Gospels	3
	Cognate (Chose a course from your cognate)	3
	Submit an article for publication	0
<b>Total</b>		<b>18</b>

Year 3   Session 3		
GSEM 728/729	Reading Theological French/ German	3
NTST 886	Directed Independent Research	3
OTST/ NTST/ THST/ MSSN 893	Interdisciplinary Seminar (Cognate)	3
	Dissertation Mini Proposal	0
	Choose a course from your cognate	3
GSEM 950	Comprehensive Exams (3 to 6 months preparation)	0
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 995	PhD Dissertation (16)	16
	Submission of Article for publication	0
	Final Dissertation	0
<b>Total</b>		<b>16</b>
<b>Grand Total Credit Hours</b>		<b>64</b>

Systematic Theology		
Year 1   Session 1		
THST 861	Principles and Methods of Theology	3
THST 855	Early Christian Theology	3
THST 860	Contemporary Theology	3
THST 865	Doctrine of God	3
THST 862	Biblical Eschatology	3
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
<b>Total</b>		<b>18</b>

Year 2   Session 2		
THST 882	Human Nature and Destiny	3
THST 870	Protestant Theological Heritage	3
THST 880	Seminar in Theological Issues	3
GSEM 890	Course Development and Teaching Practicum	3
THST 881	History and Theology of Ecumenism	3
	Cognate (Choose a course from your cognate)	3
	Submit an article for publication	0
<b>Total</b>		<b>18</b>

Year 3   Session 3		
GSEM 728/729	Reading Theological French/ German	3
THST 886	Directed Independent Research	3
OTST/ NTST/ THST/ MSSN 893	Interdisciplinary Seminar	3
	Dissertation Mini Proposal	0
	Chose a course from your cognate	3
GSEM 950	Comprehensive Exams (3 to 6 months preparation)	0
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 995	PhD Dissertation (16)	16
	Submission of Article for publication	0
	Final Dissertation	0
<b>Total</b>		<b>16</b>
<b>Grand Total Credit Hours</b>		<b>64</b>

World Mission		
Year 1   Session 1		
MSSN 870	Mission Strategy Development	3
MSSN 860	Witnessing to Animistic Religions	3
MSSN 869	Research Methods in Mission and Ministry	3
MSSN 875	Contemporary Issues in Mission	3
MSSN 872	Contextualization	3
GSEM 867	PhD Dissertation Research Methods and Proposal Seminar	3
<b>Total</b>		<b>18</b>

Year 2   Session 2		
MSSN 882	Islamic Culture and Society	3
MSSN 875	Anthropology for World Mission and Ministry	3
MSSN 880	Seminar in Social Sciences and Mission	3
GSEM 890	Course Development and Teaching Practicum	3
MSSN 855	Qualitative Research Methods in Mission and Ministry	3
	Cognate (Choose a course from your cognate)	3
	Submit an article for publication	0
<b>Total</b>		<b>18</b>

Year 3   Session 3		
MSSN 856	Quantitative Research Methods in Mission and Ministry	3
MSSN 886	Directed Independent Research	3
OTST/ NTST/ THST/ MSSN 893	Interdisciplinary Seminar	3
	Dissertation Mini Proposal	0
	Choose a course from your cognate	3
GSEM 950	Comprehensive Exams (3 to 6 months preparation)	0
<b>Total</b>		<b>12</b>

Year 4   Session 4		
GSEM 995	PhD Dissertation	16
	Submission of Article for publication	0
	Final Dissertation	0
<b>Total</b>		<b>16</b>
<b>Grand Total Credit Hours</b>		<b>64</b>

## Course Descriptions

### Theological Seminary

#### General Courses

#### ***GSEM 605 Applied Theology Research Methods and Writing***      ***3 Credits***

This course equips students with the essential research skills and writing techniques needed for effective engagement with theological issues in practical contexts. Emphasizing the application of theoretical knowledge, the course guides students through the process of conducting theologically informed research and articulating their findings in a coherent and impactful manner. Additionally, the course will introduce students to the basics of social research to enhance the interdisciplinary aspects of applied theology.

#### ***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 610 Applied Theology Research Seminar***      ***3 Credits***

The Applied Theology Research Seminar is an advanced course designed to facilitate in-depth exploration and discussion of contemporary issues within applied theology. The seminar provides a platform for students to engage in collaborative research projects, present their findings, and receive constructive feedback. Emphasizing practical applications of theological insights, this seminar aims to foster critical thinking, research proficiency, and the ability to address real-world challenges. Additionally, the course will equip students with the skills of doing social research applicable to theological problems.

#### ***GSEM 696 Master's thesis/project***      ***6 Credits***

This course is the culminating experience for master's level students, providing an opportunity for independent scholarly exploration under the guidance of a faculty advisor. This course is designed to allow students to demonstrate their mastery of the subject matter, research methodologies, and critical analysis acquired during their academic programme. For the specific guidelines on writing the thesis/project, detailed regulations can be found in the TS Research Handbook.

### ***GSEM 697 Master's Thesis 6 Credits***

The Master's Thesis course is the culminating experience for master's level students, providing an opportunity for independent scholarly exploration under the guidance of a faculty advisor. This course is designed to allow students to demonstrate their mastery of the subject matter, research methodologies, and critical analysis acquired during their academic programme. The culmination of the course is the preparation and defense of a Master's Thesis. For the specific guidelines on writing the thesis, detailed regulations can be found in the TS Research Handbook.

### ***GSEM 708 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, allowing the application of specific teaching/learning strategies in a supportive environment.

### ***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 760 DMin Research Methods Seminar 3 Credits***

This course is an intensive exploration of advanced research methodologies tailored for students with a foundational understanding of applied theology research methods. This course places a strong emphasis on advanced social research methods within the context of theological inquiry. Successful completion of the prerequisite course, "Seminar in Applied Theology Methods," is required for enrollment in this advanced course.

### ***GSEM 795 DMin Dissertation 9 Credits***

A DMin dissertation is a professional Dissertation that integrates theological reflection, scholarly research and practical ministry. The Project/Dissertation contributes to the enhancement of ministry in the Church.

### ***GSEM 867 PhD Dissertation Research Methods and Proposal Seminar 3 Credits***

This course intends to assist doctoral students in preparing a dissertation proposal to facilitate the transition from coursework to the dissertation. Its goal is to apply cumulative understanding and skills to the specific research situation. However, from the perspective of one's programme of study, this course poses a real test to make a realistic transition from coursework to dissertation. This course reviews the essential proposal components, emphasising research design and developing the literature review, dissertation format standards, etc.

### ***GSEM 890 Course Development and Teaching Practicum 3 Credits***

The course furnishes PhD students with insights into using basic techniques, tools and procedures for meaningful instruction in the field of religion. In addition, it offers student instruction and supervision in course development, teaching, and evaluation for this purpose.

### ***GSEM 950 Comprehensive Exams 0 Credits***

This is a non-credit class designed to comprehensively assess the knowledge and skills acquired by students who have successfully completed the coursework within the PhD program. This critical evaluation serves as a pivotal milestone, providing a comprehensive review of the students' academic journey and their readiness to advance to the next phase of their doctoral studies. Upon successfully passing the comprehensive examination, students attain the status of "PhD Candidate."

### ***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 specialisation. 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

### ***OTST 501 Introduction to the Old Testament 3 Credits***

This course provides students with a foundational exploration of the Hebrew Scriptures, commonly known as the Old Testament. This course aims to acquaint students with the historical, literary, and theological dimensions of the Old Testament, fostering a deep understanding of its significance within the broader context of biblical studies.

### ***OTST 520 Studies in Biblical Prophets 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 a biblical perspective are examined.

### ***OTST 550 Hebrew Grammar 3 Credits***

Beginning Biblical Hebrew is designed to lay the foundation toward a practical, working knowledge of biblical Hebrew so that the student can start to interpret the Old Testament in its original language accurately. 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 course aims 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 to read aloud from the Hebrew text with understanding, commensurate with the degree of difficulty found in the passage.

### ***OTST 558 Readings in Hebrew Old Testament 3 Credits***

This course is a prerequisite to OTST 626 Advanced Biblical Hebrew. Hebrew Readings in the Hebrew Old Testament is designed to continue developing 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 or its equivalent.

### ***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 the earliest times until the close of the Old Testament, with special attention to points of contact with the Old Testament.

### ***OTST 626 Advanced Biblical Hebrew 3 Credits***

This course guides students in developing advanced Hebrew grammar and syntax skills as they inform Old Testament exegesis with particular reference to standard grammars and contemporary linguistic discussion.

### ***OTST 636 Principles and Methods of Old Testament Exegesis 3 Credits***

A formal introduction to the steps and tools for the exegesis of the Hebrew text, including practice in exegesis of selected passages of the Hebrew Bible and the writing of an exegesis paper.

### ***OTST 646 Studies in Biblical Exegesis 2-3 Credits***

Exegesis of selected biblical texts, with particular emphasis on a rigorous exegetical process.

### ***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.

### ***OTST 662 Research Proposal Seminar 3 Credits***

The Research Proposal Seminar is designed to guide students through the essential steps of formulating a robust research proposal for in-depth biblical exegesis. This seminar will provide students with the necessary tools to articulate clear research questions, develop a comprehensive theoretical framework, and design a methodologically sound approach to biblical interpretation.

### ***OTST 663 Poetic Literature 3 Credits***

This course presents a comprehensive examination of the intricate poetry woven throughout the Old Testament, spanning diverse poetic forms, themes, and stylistic features. Participants will immerse themselves in the profound beauty and theological richness found within Old Testament poetic books, obtaining insights into their cultural, historical, and literary dimensions. The course specifically incorporates an analysis of the distinct characteristics of Hebrew poetry, coupled with an in-depth exegesis of selected passages from the books of Job, Psalms, Song of Songs, Lamentations, Proverbs, and Ecclesiastes.

### ***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, emphasising 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 and the social, political, and historical frame. Close attention is given to prophetic message and their fulfilment 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 and the social, political, and historical frame. A close attention is given to prophetic message and their fulfilment in history as proof for their inspiration.

### ***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 primary purpose of this course.

### ***OTST 848 Advanced Hebrew Grammar 3 Credits***

Advanced Biblical Hebrew Grammar is to reinforce the fundamental 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 ten times in the Old Testament), and gaining sight-reading capabilities of large portions of the Hebrew Old Testament.

### ***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 and social, political, and historical setting. Close attention is given to prophetic message and their fulfilment in history as proof for their inspiration.

### ***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 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 863 Advanced Old Testament Exegesis 3 Credits***

Advanced work on selected Old Testament passages, building on other courses in Old Testament exegesis.

### ***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 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 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.

### ***OTST 886 Directed Independent Research 3 Credits***

This is an advanced-level course designed for PhD students seeking to deepen their scholarly engagement with the Old Testament. This course empowers students to undertake independent research projects under the guidance of a faculty supervisor. Through focused exploration and critical analysis, students will contribute to the ongoing academic discourse within the field of Old Testament studies.

### ***OTST 893 Interdisciplinary Seminar 3 credits***

This course offers a dynamic exploration of the symbiotic relationship between biblical scholarship and theological inquiry, emphasizing the interconnectedness of these disciplines with a broader array of knowledge fields. Beyond the traditional boundaries, this course encourages students to explore the intersections of theology with disciplines such as sociology, psychology, history, and more. Through collaborative learning and critical analysis, students will navigate the rich tapestry of interdisciplinary connections, gaining insights into how theology informs and is informed by various fields of study.

## New Testament

### ***NTST 501 Introduction to the New Testament 3 Credits***

This course is an exploration of the multifaceted dimensions within the New Testament, encompassing its rich historical, literary, and theological aspects. The primary focus is to equip students with an understanding of the historical contexts, literary features, and theological messages interwoven throughout the books of the New Testament

### ***NTST 550 Greek Grammar 3 Credits***

This course is a prerequisite to NTST 558 Readings in the Greek New Testament. Beginning Biblical Greek is an introductory course in the 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 the Biblical studies area.

### ***NTST 558 Readings in Greek New Testament 3 Credits***

This course is a prerequisite 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 and in the wider Western society, mastery of the language in which they are written is a valuable tool in studying those scriptures and the Septuagint. The Greek Readings course aims to equip the students with adequate knowledge of Greek morphology and syntax to enhance their ability to engage in a more profound and more extensive exegetical and hermeneutical study of scriptural extra-canonical texts. This course assumes a working knowledge of the NTST 550 Greek Grammar. It is designed to follow the beginning Greek course or any other course in which the fundamentals of the language's rudiments are taught.

### ***NTST 620 New Testament Backgrounds 3 Credits***

New Testament Backgrounds offers students an overview of the historical, political, cultural and religious milieu of the time immediately prior to and during the New Testament Era.

### ***NTST 626 Advanced Biblical Greek 3 Credits***

This course guides students in developing advanced Greek grammar and syntax skills as they inform New Testament exegesis with particular reference to standard grammars and contemporary linguistic discussion.

### ***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.

### ***NTST 646 Studies in Biblical Exegesis 2-3 Credits***

Exegesis of selected biblical texts, with particular emphasis on a rigorous exegetical process.

### ***NTST 660 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 662 Research Proposal Seminar 3 credits***

The Research Proposal Seminar is designed to guide students through the essential steps of formulating a robust research proposal for in-depth biblical exegesis. This seminar will provide students with the necessary tools to articulate clear research questions, develop a comprehensive theoretical framework, and design a methodologically sound approach to biblical interpretation.

### ***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 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 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 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 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 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 familiarise 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 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 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 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 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.

### ***NTST 886 Directed Independent Research 3 Credits***

This is an advanced-level course designed for PhD students seeking to deepen their scholarly engagement with the New Testament. This course empowers students to undertake independent research projects under the guidance of a faculty supervisor. Through focused exploration and critical analysis, students will contribute to the ongoing academic discourse within the field of New Testament studies.

### ***NTST 893 Interdisciplinary Seminar 3 Credits***

This course offers a dynamic exploration of the symbiotic relationship between biblical scholarship and theological inquiry, emphasizing the interconnectedness of these disciplines with a broader array of knowledge fields. Beyond the traditional boundaries, this course encourages students to explore the intersections of theology with disciplines such as sociology, psychology, history, and more. Through collaborative learning and critical analysis, students will navigate the rich tapestry of interdisciplinary connections, gaining insights into how theology informs and is informed by various fields of study.

## **Theological Studies**

### ***THST 602 Seminar in Selected Theological Issues 3 Credits***

This seminar delves into a comprehensive exploration of selected theological issues, providing students with an in-depth understanding and critical analysis of key topics within the field of theology. Through a seminar format, participants engage in rigorous discussions, examine relevant literature, and present their insights on theological challenges and debates.

### ***THST 612 Biblical Hermeneutics 3 Credits***

A study of the science and art of Biblical interpretation involves an understanding of various presuppositions, guiding principles, and resultant methodology employed in 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 specific to the Bible. Further, an essential 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.

### ***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 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 625 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 632 Doctrine of the Church 3 Credits***

This course purposes to study Christian ecclesiology, both in the biblical and historical-theological dimensions, with particular focus on such ecclesiological concepts as definitions, nature, privileges, responsibilities, organisation, functions, and mission of the Church; covenant; the visible and invisible Church; and the Remnant Church and its identifying marks.

### ***THST 661 Contemporary Issues in Seventh-day Adventist Theology* 2-3 Credits**

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

### ***THST 662 Research Proposal Seminar* 3 Credits**

The Research Proposal Seminar is designed to guide students through the essential steps of formulating a robust research proposal for in-depth biblical exegesis. This seminar will provide students with the necessary tools to articulate clear research questions, develop a comprehensive theoretical framework, and design a methodologically sound approach to biblical interpretation.

### ***THST 674 Philosophy and Theology in Christian Thought* 3**

This course explores the dynamic relationship between theology and philosophy from ancient to contemporary thought. It examines how reason and revelation interact in the human search for truth, meaning, and ultimate reality. Students will study major thinkers such as Augustine, Thomas Aquinas, Immanuel Kant, and Karl Barth, evaluating their perspectives on the compatibility or tension between faith and reason.

### ***THST 678 Issues in 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 how 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 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 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 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 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 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 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 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 881 History and Theology of Ecumenism 3 Credits***

This course purposes to study the historical development, organisational structures, problems, implications and theological foundations of the modern ecumenical movement, including evaluation and response from a Seventh-day Adventist perspective.

***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 886 Directed Independent Research 3 Credits***

This is an advanced-level course designed for PhD students seeking to deepen their scholarly engagement with the area of Systematic Theology. This course empowers students to undertake independent research projects under the guidance of a faculty supervisor. Through focused exploration and critical analysis, students will contribute to the ongoing academic discourse within the field of Systematic Theology studies.

***THST 887 Contemporary Theology 3 Credits***

This course is an exploration of the diverse and evolving landscape of theological thought in the present era. This course engages students in critical dialogue and reflection on the theological responses to contemporary challenges, cultural shifts, and philosophical developments. Through the examination of influential theologians, key theological movements, and pressing issues, students will gain a comprehensive understanding of the theological discourse in the current context.

***THST 893 Interdisciplinary Seminar 3 Credits***

This course offers a dynamic exploration of the symbiotic relationship between biblical scholarship and theological inquiry, emphasizing the interconnectedness of these disciplines with a broader array of knowledge fields. Beyond the traditional boundaries, this course encourages students to explore the intersections of theology with disciplines such as sociology, psychology, history, and more. Through collaborative learning and critical analysis, students will navigate the rich tapestry of interdisciplinary connections, gaining insights into how theology informs and is informed by various fields of study.

## **Church History**

***CHIS 510/610 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 particular 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 602 Seminar in Selected Topics of Church History 3 Credits***

This course is a specialized exploration into key themes, events, and figures that have shaped the rich tapestry of the Christian Church throughout its history. This seminar delves beyond the chronology of events, inviting students to engage in critical analysis, discussions, and research on carefully chosen topics within Church history. By examining selected issues in-depth, students will gain a nuanced understanding of the complexities, controversies, and transformative moments that have defined the Christian Church from its inception to the present day.

### ***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 613 History of the Reformation and Modern Church 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 624 Issues in Ellen G. White Studies 3 Credits***

This course provides an in-depth examination of major historical, theological, and hermeneutical issues in Ellen G. White studies. Students will explore the development of Ellen G. White's prophetic ministry, the historical context of her writings, and key questions surrounding inspiration, authority, and interpretation. Special attention is given to contemporary scholarly debates, including literary borrowing, the nature of inspiration, the role of editors and amanuenses, theological consistency across her writings, and the use of her counsel in doctrinal formation and pastoral practice.

### ***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 of Christian thought in the development of social, cultural and economic values.

### ***CHIS 662 Research Proposal Seminar 3 Credits***

The Research Proposal Seminar is designed to guide students through the essential steps of formulating a robust research proposal for in-depth biblical exegesis. This seminar will provide students with the necessary tools to articulate clear research questions, develop a comprehensive theoretical framework, and design a methodologically sound approach to biblical interpretation.

### ***CHIS 670 Seventh-Day Adventist Church Heritage 3 Credits***

This course provides an in-depth exploration of the historical, theological, and cultural foundations of the Seventh-day Adventist Church. Students will delve into the origins of the Adventist movement, key theological beliefs, significant historical events, and the development of organizational structures. Emphasis will be placed on understanding the uniqueness of the SDA Church and its impact on global communities.

### ***CHIS 678 History of the Seventh-day Adventist Church in Africa 3 Credits***

An investigation of the Seventh-day Adventist Church's history in Africa emphasises its establishment, development, challenges, and prospects.

## **Chaplaincy**

### ***CHAP 610 Foundations of Chaplaincy 3 Credits***

The course provides an overview of the nature, mission, and historical development of chaplaincy ministry. It examines the biblical and theological foundations of the ministry of presence, which often forms the core of chaplaincy work. Attention is given to the chaplain's role and function within the Church, the wider community, and professional institutions. The course also addresses issues of personal spiritual formation, along with the chaplain's identity, purpose, and ethical expectations. In addition, significant focus is placed on the role of the chaplain in a multi-religious context. Topics include navigating non-Christian religious worldviews, fostering respect for religious freedom, and serving as a bridge-builder and reconciler in diverse settings.

### ***CHAP 613 Chaplaincy Formation and Professional Ethics 3 Credits***

Chaplaincy formations will cover the nature of institutional chaplain ministries such as military, healthcare, correctional, and campus chaplaincies and explore their commonalities, distinctiveness, and expectations. It will significantly focus on an overview of a chaplain's personal and professional life, 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 an in-class reflection on the practicum using discussion, verbatim, and small group principles.

### ***CHAP 621 Multi-Religious Context Chaplaincy 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 631 Philosophy and Practice of Campus Chaplaincy 3 Credits***

The course explores the role of the chaplain and issues specific to campuses and educational institutions. In summary, the philosophy of campus chaplaincy revolves around inclusivity, holistic support, and interfaith understanding. The philosophy of campus chaplaincy is rooted in the understanding that universities and colleges are not just places of academic learning but also communities where individuals grapple with personal, ethical, and existential questions. The practices encompass pastoral care, worship services, educational programs, community building, crisis response, advocacy, social justice, and collaboration with Campus resources; all aimed at fostering a supportive and diverse spiritual environment within the educational institution. The chaplain's role as an advisor to institutional leadership concerning religion, spirituality concerns, and 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 explore the questions youths ask about such topics as parents, self-image, friendships, peer pressure, music, love, sex, dating, abuse, drugs, and teen violence and 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 by understanding organisational behaviour and mobilisation of leadership. The chaplain's role as an advisor to institutional leadership concerning 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 Bible Theology and Bioethics 3 credits***

This course explores contemporary bioethical issues through the lens of Scripture and Christian theology. Students examine key topics such as human dignity, the beginning and end of life, reproductive technologies, genetic engineering, medical decision-making, and care for the suffering. Biblical principles and theological frameworks are used to evaluate ethical dilemmas, alongside engagement with major secular bioethical arguments. The course emphasizes responsible moral reasoning, pastoral sensitivity, and the practical implications of bioethics for ministry, chaplaincy, and healthcare contexts. Students learn to articulate informed, compassionate, and theologically grounded responses to the complex ethical challenges of modern medicine.

### ***CHAP 640 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 by understanding institutional behaviour and mobilisation leadership. The chaplain's role as an advisor to institutional leadership concerning 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 of both 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 by understanding organisational behaviour and mobilisation of leadership. The chaplain's role as an advisor to institutional leadership concerning religion, spiritual concerns, moral and ethical issues would be considered.

### ***CHAP 644 Context and Culture of Military Chaplaincy 3 Credits***

This is an examination of opportunities and expectations for chaplaincy ministry to an inter-faith and cross-generational constituency in a military setting and beyond. The focus is given to structuring the chaplain's functions and ministry in a variety of situations, locations, and people groups. It seeks to develop and explore the institutional culture, the norms and values influencing the behavior of soldiers, the interaction of state and Other Institutions, the relationship to Society, Internal Structures, Military Culture, Professional Standards and Ethics.

### ***CHAP 647 Philosophy and Practice of Campus and Healthcare Chaplaincy 3 Credits***

The course explores the role of the chaplain and issues specific to campuses and educational institutions. The study is rooted in the understanding that universities and colleges are not just places of academic learning but also communities where individuals grapple with personal, ethical, and existential questions. It examines the rationale, philosophy, and major approaches to campus ministry. Besides, the course prepares 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 healthcare chaplaincy by understanding institutional behavior and mobilization leadership. It examines the best practices in ministry hinged on inclusivity, wholistic support, and interfaith understanding, worship services, educational programs, community building, crisis response, advocacy, social justice, and collaboration; all aimed at fostering a supportive and diverse spiritual environment within the institutions.

### ***CHAP 648 Philosophy and Practice of Correctional and Military Chaplaincy 3 Credits***

This course explores significantly the role of the chaplain specific to correctional, military and para-military institutions. It examines the vision, goals, and implementation strategies for correctional Chaplaincy and ministry by understanding organizational behavior and mobilization of leadership. The chaplain's role as an advisor to institutional leadership concerning religion, spiritual concerns, moral and ethical issues would be considered. Challenges and opportunities of chaplaincy are examined. The course focuses on structuring the chaplain's functions and ministry in a variety of situations, locations, and people groups. It seeks to develop and explore the institutional culture, the norms and values influencing the behavior of inmates, officers, and soldiers, the interaction of state and other Institutions, the relationship to society, internal structures, professional standards, and ethics.

### ***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 to examine how to formulate, implement and evaluate a 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. The next focus is on how to assist convicts in accepting and coping with incarcerations. Further, the ministry to ex- convicts as they cope with the complex challenges of re-entry into society is considered. Lastly, the course will examine the challenges of ministering to incarcerated persons' families and children during and after incarcerations.

### ***CHAP 656 Seminar in the Military Chaplaincy 9 Credits***

The course is designed to enable the students to understand issues such as 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 healing process.

### ***CHAP 669 Clinical Pastoral Education-1 (CPE-1) 8 Credits***

Clinical Pastoral Education (CPE-1) is an experiential interfaith professional educational program essential to Chaplaincy ministry that focuses on the development of pastoral care skills within a clinical setting. CPE-1 is a dynamic and interactive educational experience that integrates principles of education, psychology, other behavioral sciences, and theological learning with practical, hands-on pastoral care. It is a clinical method of learning—action, reflection, and new action from a human living document.

### ***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.

### ***CHAP 679 Clinical Pastoral Education-2 (CPE-2) 9 Credits***

Building upon the foundational principles laid in CPE-1, CPE-2 offers a nuanced exploration of pastoral care by extending its focus beyond healthcare settings and introduces the participants to other settings of ministry such as campuses, correctional facilities, military installations, and the corporate world. It then develops an understanding of Pastoral Reflection (self as a person and spiritual caregiver), Pastoral Formation (personal and pastoral identity issues), Pastoral Competence (function and skills, and knowledge of theology and behavioral sciences), and Pastoral Specialization (specific area of competence and knowledge). CPE-2 continues to emphasize the development of self-awareness, interpersonal skills, and the ability to provide spiritual care to individuals and families.

### ***CHAP 694 Seminar in Chaplaincy Research 3 Credits***

This is a continuation of the GSEM 605 Applied Theology Research and Writing course with an in-depth study of various research methods and their use in a chaplaincy setting. CHAP 694 Seminar in Chaplaincy Research strengthens the skills and methodologies needed for chaplaincy field research where quantitative and qualitative approaches are explored. Students finally decide on their topics and are supposed to produce a proposal for their project, as a final assignment, at the end of taking CHAP 694. After taking this course the students will be allowed to start their work on the Thesis/Project.

## **Church Ministry**

### ***CHMN 540 Pastoral Ministry and Church Policy 3 Credits***

This course deals with selected topics in the ministries and duties of the pastor in church life and committee meetings.

### ***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 Seventh-day Adventist Church's financial and administrative structures and recommends church administration procedures.

### ***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 638 Church Growth and Spiritual Nurture 3 Credits***

This course will deal with nurturing a personal relationship with God through involvement in various spiritual disciplines to develop new disciples of Christ. The students will learn practical teaching strategies focused on transforming behaviour and spiritual values, emphasising the emphasis on teaching ministry in the Gospel Commission and Seventh-day Adventist Church.

### ***CHMN 643 Christian Professional Ethics 2-3 Credits***

An inquiry into the field of professional relations, dilemmas, and decision-making within 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 665 Personal and Public Evangelism 3 Credits***

This course covers planning, budget building, church participation, advertising, audio-visual aids for evangelism, and personal and public evangelism approaches.

### ***CHMN 668 Pastoral Ministry Practicum 3 Credits***

This course is specifically crafted for students who have limited or no prior experience serving as pastors. The primary objective of this course is to immerse students in a hands-on learning environment, allowing them to actively engage in various church activities representative of the challenges and responsibilities encountered in pastoral ministry.

### ***CHMN 680 Expository Preaching 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 developing practical strategies, methods, and skills in creating expository sermons from individual books of the New Testament.

### ***CHMN/LEAD 703 Theology and Practice of Leadership 3 Credits***

The course investigates the 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 student's leadership potential and sharpening their skills in developing leaders from those reached by their influence.

### ***CHMIN 704 Seminar in Applied Theology Methods 3***

This course is an introduction to the process of research activity at the DMin level. The course involves introduction to various research methods such as the Qualitative, Quantitative and the Mixed-Method research designs. The intention is to help the students to start thinking about the impending Research Proposal which is the starting point of a Project/dissertation based on a ministerial problem or challenge and to equip them with the tools necessary to complete their study.

### ***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.

### ***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 to develop ethical leaders who responsibly facilitate on-going transformation by drawing from the Judeo-Christian ethical heritage.

### ***CHMN 716 Revivals and Church Growth Strategies in Africa 3 Credits***

A study of leadership and management principles applies 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 718 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 719 Cultural and Contextual Dimensions of Pastoral Counselling 3 Credits***

In this course, students will be engaged in the exploration of various models of counselling, including insight-oriented, behaviouristic, relationship-oriented, and interpersonal. The study will have a particular emphasis on African cultural and contextual dimensions in a church setting.

### ***CHMN 720 Current Issues in Youth Ministry 3 Credits***

The African continent is rich with youth and young adults. Many of them face modern challenges, such as popular culture, inter-generational relationships, and many others. The purpose of 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 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 of 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 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 the professional practice of Chaplaincy are also examined and evaluated from a biblical perspective.

### ***CHMN 727 The Personal Practice of Biblical Spirituality 3 Credits***

This course offers a transformative journey into the personal practice of biblical spirituality, providing students with the tools and insights to deepen their spiritual lives through the study and application of biblical principles. Through a combination of theoretical exploration, practical exercises, and reflective practices, participants will develop a richer understanding of biblical spirituality and cultivate a more profound connection with their faith.

### ***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 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 to develop ethical leaders who facilitate on-going transformation in a responsible manner by drawing from the Judeo-Christian ethical heritage.

### ***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 required to make church growth and discipleship in a given city sustainable.

### ***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 speciality 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 organisations. 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 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 help 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 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 these unique challenges and opportunities within epistolary and apocalyptic biblical texts.

### ***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 the cultural dynamics of a people to inject Christian ethos as coordinating principles. The various paradigms are also examined to strengthen the Church's attributes of unity in diversity.

### ***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 healthy family life within the African setting.

### ***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, and 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 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 tremendous pressure to be all things to all people; pastors who understand the Scriptures and are anchored in the 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 service.

### ***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 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 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. It equips students with the tools required for their responsible involvement in society as prophetic change.

### ***CHMN/LEAD 753 Leadership and Spirituality 3 Credits***

The purpose of this course is to deepen the participant's spirituality, leading to enrichment of personal and family life and a greater commitment to ministry. Students will learn to understand the biblical leadership model and 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 using 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 754 Professional Issues in Marriage and Family Therapy 3 Credits***

A survey of human development tenets and traditional African rites of passage to identify principles that can be applied in building beautiful family cultures within the social quicksand of a rapidly changing Africa.

### ***CHMN 755/ MSSN 855 Qualitative Research Methods in Mission & Ministry 3 Credits***

This course is to assist students in the process of writing their dissertation and introduces them to the theory, methodology, and practice of qualitative research as applied to mission and ministry contexts. Emphasizing the value of understanding lived experience, cultural dynamics, and congregational realities, the course equips students with tools for designing and conducting qualitative studies relevant to pastoral, missiological, and community-based settings. Students will explore major qualitative approaches—including ethnography, case study, grounded theory, phenomenology, and narrative inquiry—along with essential skills such as interviewing, focus groups, participant observation, coding, thematic analysis, and ethical research conduct.

### ***CHMN 756/ MSSN 856 Quantitative Research Methods in Mission & Ministry 3 Credits***

This course is to assist students in the process of completing their dissertation. It equips students with the knowledge and skills needed to design and conduct quantitative research that supports mission and ministry practice. Emphasis is placed on descriptive statistical methods for organizing, summarizing, and interpreting numerical data in congregational, community, and missiological settings. Students will develop competencies in survey design, sampling procedures, variable identification, measurement development, and data visualization. Attention is given to ethical considerations, cultural sensitivity, and the practical application of quantitative findings to ministry planning, program evaluation, and evidence-based decision-making.

### ***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 the 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 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.

### ***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 762 Corporate Ministry for Discipleship and 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 broader community. A corporate life of outreach and ministry to others through loving and maturing relationships will be developed.

### ***CHMN/LEAD 763 Advanced Leadership Competencies 3 Credits***

Participants will advance in personal and theological reflection with the integration of leadership principles. Systems thinking, organisational 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. A 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 765 Human Sexuality 3 Credits***

To help students see human sexuality from the theological, physiological, psychological, emotional, and social viewpoints, they stress the preventive measures for clergy sexual misconduct.

### ***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 and factors and strategy for cell church growth are experienced.

### ***CHMN 769 Strategies for Urban Mission 3 Credits***

This course aims to build the spiritual and theological basis for ministry and mission and in Urban cities. It examines and analyses the structures and cultures in urban settings to recognise church growth challenges and opportunities. It further examines mission strategies for urban cities with a view to leading the students into reflecting, acquiring skills that will be relevant to their ministry in Urban settings.

### ***CHMN/LEAD 770 Youth Ministry Leadership 3 Credits***

Students will survey contemporary ministry practices to discern operational definitions of student leadership in a specific context. They will subsequently explore related biblical principles, relevant historical events, adolescent psychosocial development issues, and various research to formulate a plan for the development of effective leadership in youth ministry.

### ***CHMN 771 Theory & Research in Chaplaincy 3 Credits***

This course will provide students with an in-depth theoretical and practical study of the significant impact on human life of spiritual, religious and cultural practices and values and beliefs. Students will do research based on their work situation, whether it is healthcare, military, prison, or campus ministries.

### ***CHMN 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 the worship experience of the African Christian. Implications of thought and operation patterns are drawn from current studies of the left and right brain is considered.

### ***CHMN 774 Advanced Homiletical Competencies 3 Credits***

An exploration of biblically-based theology and practice of preaching context 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 775 Parenting, Education and Guidance 3 Credits***

A basic understanding of personal development, especially 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 awareness, and then integrating these bases into a parenting education competency.

### ***CHMN 780 Spiritual Nurture and Religious Education 3 Credits***

This course is designed to 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 into human development, spiritual growth and on-going Christian formation.

### ***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 the 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 disciplined and mentored in such settings.

### ***CHMN/LEAD 783 Leading and Managing the Church Organization 3 Credits***

Many African churches and denominational organisations 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.

### ***CHMN/MSSN 785 Biblical Foundations for Ministry and Mission 3 Credits***

This course focuses on studying 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 of how these fundamental principles can be successfully applied by the local church pastor today.

### ***CHMN 787 The Mission-Oriented Church 3 Credits***

This course identifies and examines the theology and characteristics of the mission-oriented Church. Biblical faithfulness in discipleship and mission priority on the congregational level is further investigated. 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 to develop ethical leaders who facilitate on-going transformation in a responsible manner by drawing from the Judeo-

## **Mission**

### **African Religion Studies**

### ***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 expressed in social life, music proverbs and arts, response to crises, and other expressions are evaluated.

### ***AFTR 640 African Culture and Religion 3 Credits***

The course investigates African traditional cultures and religions (ATR) and the 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, fundamental 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 prominent African writers in the area of religion and theology.

### ***AFTR 660 Topics in Christianity and African Traditional Religions 3 Credits***

The course analyses and evaluates several significant 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 661 Directed Independent Research: Topics in Christianity and African Traditional Religion 2 Credits***

The Directed Independent Research course in Topics in Christianity and African Traditional Religion provides students with the unique opportunity to delve into specific themes at the intersection of Christianity and African Traditional Religion. This self-directed study encourages students to explore, analyze, and critically engage with selected topics, fostering a deep understanding of the complexities and interactions between these two religious traditions. Students will work independently under the supervision of the professor throughout the research process.

### ***AFTR 682 African Traditional Religion: Major Beliefs and Practices 3 Credits***

This course is designed to guide the student in an analytical evaluation of African Religions' rich heritage. It examines the African worldview from different theories, both from the traditional African societies and Western social science approaches. The course will also investigate how African religious traditions are a springboard for meaningful religious dialogue with Africans. What role does religion play in African society today?

### ***AFTR 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.

### ***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 the worship experience of the African Christian. Implications of thought and operation patterns are drawn from current studies of the left and right brain is considered.

## **Islamic Studies**

### ***ISLM 620 Introduction to Islam 3 Credits***

This course introduces the study of Islam in Africa in its historical and doctrinal aspects. As a religion in Africa, Islam 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 ministry tools among different genders are examined.

### ***ISLM 625 Islamic Theology and Traditions 3 Credits***

The course introduces the students to Islamic traditions and beliefs. It utilises 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 significant themes in comparison to biblical themes. It guides the student in identifying parallel themes and how they may be compared and contrasted. It includes the canonisation 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 various contexts. It will also offer 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 637 Directed Independent Research: Biblical and Qur'anic Studies 2 Credits***

The Directed Independent Research course in Biblical and Qur'anic Studies provides students with a unique opportunity for focused exploration and in-depth inquiry into specific topics within the domains of biblical and Qur'anic scholarship. This self-directed study aims to foster the development of critical research skills, encouraging students to engage deeply with primary sources and make meaningful contributions to the scholarly discourse at the intersection of biblical and Qur'anic studies. Throughout the research process, students will work independently while benefiting from the guidance and supervision of the professor.

### ***ISLM 641 Christian-Muslim Relations in History 3 Credits***

This course is an overview of Christianity and Islam's origins and development, exploring the dynamics of the historical, theological, and missiological interaction between the two religious bodies, from the inception of Islam to the 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 their 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.

## **Mission Studies**

### ***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 contextualisation will be addressed.

### ***MSSN 600 The Church and its Mission 2-3 Credits***

A study of the theological foundations of mission and their actualisation 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 Biblical 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 an Adventist eschatological perspective. A study of the biblical foundations of mission, the nature of mission theology and some of its contemporary expressions.

### ***MSSN 655 World Religions 3 credits***

This course introduces the major world religions, including Hinduism, Buddhism, Judaism, Christianity, Islam, and Sikhism. Students explore each tradition's historical development, core beliefs, sacred texts, rituals, and ethical teachings. The course also examines non-religious worldviews—such as atheism, agnosticism, and secular humanism—and their influence on contemporary culture. Emphasis is placed on understanding diverse worldviews, engaging respectfully across differences, and developing intercultural and interfaith competence. Special attention is given to the relevance of religious and non-religious perspectives for chaplaincy and ministry in multi-religious settings.

### ***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 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 687 Digital Evangelism 3 Credits***

This course explores the theory and practice of evangelism in the digital age, examining how emerging technologies, online platforms, and digital communication patterns shape contemporary mission. Students will analyze the theological foundations of digital ministry, assess various models of online outreach, and evaluate the ethical and missiological implications of using media in evangelism. Topics include social media engagement, storytelling and content creation, online discipleship, digital church communities, analytics for ministry impact, and strategies for reaching diverse audiences in virtual spaces. Through practical projects and case studies, students will develop skills to design, implement, and assess effective digital evangelism initiatives that are contextually sensitive, missionally grounded, and culturally relevant.

### ***MSSN 694 Principles and Practice of Contextualisation 3 Credits***

The purposes of this course are to examine the principles of contextualisation, identify its relevance and distinguish it from syncretism. Special attention is given to the challenge of African Religions to Christianity.

### ***MSSN 692 Power Encounter 2 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 the 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 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.

### ***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 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, emphasising issues that make leadership in the context of Church, education, and various cultural settings unique.

### ***MSSN 751 Contextualisation 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 contextualisation elements in the mission, theology and worship, life and education, and even the organisation and structure of the Church.

### ***MSSN 830 Cross-Cultural Leadership Development 3 Credits***

In a globalised 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 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 specialised 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 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 872 Contextualization 3 Credits***

This course explores issues and methods in the process of contextualisation of the gospel message. It examines how to present the unchanging truths of God's Word in rapidly changing and culturally diverse milieus.

### ***MSSN 874 Contemporary Issues in Mission 3 Credits***

This course is a dynamic exploration of the multifaceted challenges and opportunities facing modern missions, with a special emphasis on understanding the Adventist mission. This course engages students in critical dialogue and reflection on the evolving landscape of global missions, considering both historical perspectives and current realities. Through the examination of key issues, students will gain a comprehensive understanding of the complexities inherent in contemporary mission work.

### ***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 876 Contemporary Issues in Global and Urban Mission 3 Credits***

This course examines the major theological, social, cultural, and practical issues facing Christian mission in today's globalized and rapidly urbanizing world. Students will explore issues such as secularization, religious pluralism, migration, poverty, urbanization, social injustice, digital culture, and the shifting centers of Christianity. Special attention is given to understanding how global trends and urban realities shape missional strategies, community engagement, and the church's witness in diverse contexts. Through case studies, readings, and field-based reflections, students will evaluate contemporary obstacles to mission and develop biblically grounded, contextually relevant responses for effective ministry in global and urban settings.

### ***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 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 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 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.

### ***MSSN 886 Directed Independent Research 3 Credits***

This is an advanced-level course designed for PhD students seeking to deepen their scholarly engagement with the area of Mission studies. This course empowers students to undertake independent research projects under the guidance of a faculty supervisor. Through focused exploration and critical analysis, students will contribute to the ongoing academic discourse within the field of Mission studies.

### ***NSSN 893 Interdisciplinary Seminar 3 Credits***

This course offers a dynamic exploration of the symbiotic relationship between biblical scholarship and theological inquiry, emphasizing the interconnectedness of these disciplines with a broader array of knowledge fields. Beyond the traditional boundaries, this course encourages students to explore the intersections of theology with disciplines such as sociology, psychology, history, and more. Through collaborative learning and critical analysis, students will navigate the rich tapestry of interdisciplinary connections, gaining insights into how theology informs and is informed by various fields of study.



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