CATHOLIC UNIVERSITY OF GHANA
FIAPRE-SUNYANI

SCHOOL OF GRADUATE STUDIES

HANDBOOK

ACADEMIC POLICIES AND REGULATIONS
FOR GRADUATE STUDY
AND UNIVERSITY EXAMINATIONS

(2022)

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1.0 GENERAL INFORMATION

This Handbook, consisting of academic policies and regulations governing graduate degree programmes of study and university examinations (herein called the Handbook), is for graduate students at the Catholic University of Ghana and those interested in pursuing graduate studies at this Catholic University. It is not only for prospective/graduate students here, but also it serves as a reference document for lecturers, supervisors and examiners of the Catholic University of Ghana. While this Handbook offers first-hand information on the University's short history and current programmes, it provides conjunctive regulations about admission and graduation, including examinations and dissertations or theses. Information on programmes covered by the Handbook is, however, subject to change at any time as the Board would deem it necessary; similarly, the availability or otherwise of any programme depends upon staffing and facilities available for the said programme.

1.1 Location

The Catholic University is located at Fiapre, near Sunyani, a few kilometres off the main Sunyani to Berekum road.

1.2 Motto

The Catholic University's motto is *Scientiae ac sapientiae lumen splendeat*, which translates as "*Let the light of knowledge and wisdom shine forth*."

1.3 Vision

To create a unique University that would make a distinctive contribution to national development as an institution of academic and technical excellence whose graduates are endowed with real practical ability, a moral vision of life and a profound religious motivation for service in all spheres of life.

1.4 Mission

To promote academic excellence, moral and ethical values as well as the integral personal development of its students and their commitment to service.
In furtherance of its goal, the CUG seeks to:

a. Inculcate high moral standards and impart gospel values to the students in their integral formation in the course of their University education.
b. Promote cultural values and ideals through relevant courses and research.
c. Help individuals realise their potential.
d. Produce a new type of student:
   ▪ Capable of adapting to the changing work environment.
   ▪ Skilled in technical literacy and competent in computer usage.
   ▪ Very knowledgeable in current local and international affairs.
   ▪ Desirous of making a positive contribution to society.

1.5 Core Values

Our core values which would be translated into value statements represent the hallmark of our culture as a Catholic institution of higher learning. These core values shall be the enduring tenets that will guide both staff and students within the university to achieve its vision, mission and accompanying goals. These are:

a. *Academic and Moral Excellence:* We shall strive hard to maintain the highest academic standards and processes underpinned by good conscience and character to always yearn to do what is right for societal good.

b. *Integrity and Respect:* We will demand the highest standards of ourselves to earn the trust and respect of others as well as providing a world class experience that demonstrates our respect for diversity and contributions of the diverse members of our community.

c. *Innovation and Creativity:* We shall collectively foster and promote a culture of innovation and creativity in the midst of resource constraints as well as developing problem-solving skills and providing products and services in line with customer needs and wants.

d. *Dedicated Service:* We shall demonstrate an innate capacity for selfless service to humanity;

e. *Institutional Loyalty and Objectivity***:** We shall discharge our duties with the highest sense on integrity, fairness and professionalism as we demonstrate a strong resolve to give back selflessly to our university.

1.6 General Statement on Graduate Studies

Graduate studies require the mastery of a large body of knowledge, including the acquisition of skills in specific areas of specialisation. In addition to fulfilling all academic requirements, graduate students of the Catholic University are to display behaviour and attitudes consistent with high academic standards, in particular:

a. Integrity: being honest in all situations
b. Initiative: being task-oriented and thorough
c. Dependability: being self-motivated
d. Attitudes: having a positive outlook toward others and assigned tasks

1.7 Contacts

All communication should be addressed to the following:

THE REGISTRAR,
CATHOLIC UNIVERSITY OF GHANA, FIAPRE-SUNYANI
P. O. BOX 363, SUNYANI
BONO REGION, GHANA

Digital: BY-0622-6151
Telephone - (233-35) 209 4624 | 4650 | 6218 | 6760
E-mail: academic@cug.edu.gh
        graduate.school@cug.edu.gh

1.8 Academic Year

    a. First Semester: August to January
    b. Second Semester: February to June
    c. Summer and Sandwich programmes are run from mid-June to early August every year.
    d. Language of Instruction - English

1.9 Bankers

    a. Ghana Commercial Bank, Sunyani Branch, Ghana
    b. NIB, Sunyani Branch, Ghana
    c. ECOBANK, Sunyani Branch, Ghana
    d. Zenith Bank, Sunyani branch

1.10 Establishment of the University

The Catholic University received its certificate of incorporation on 17th August, 2001, as a University College. It was authorised to start academic programmes by the National Accreditation Board (NAB) in December, 2002. The first public announcement to establish a University was made on 15th January, 2002, by His Eminence, Peter Cardinal Appiah-Turkson, on behalf of the Ghana Catholic Bishops' Conference. Official lectures at the University commenced on 10th March, 2003, with 50 pioneer students (enrolled on 3rd May, 2003). The second batch of 32 students was admitted on 3rd November, 2003. On 13th November, 2003, His Excellency John Agyekum Kufuor, then President of the Republic of Ghana, officially commissioned the University.

The beginning staff comprised 15 academic and 14 non-teaching staff, with Rev. Fr. Prof. Michael James Schultheis, SJ, as the first President of the University College. CUG presently has over 160 academic/non-academic staff, with about 3,500 students.

Academic programmes were begun in a humble six-classroom block at the Sunyani Diocesan Pastoral Centre and an adjoining Assembly Hall, with a small canteen. Two other blocks housed the Administrative and Academic staff, a Library, a Computer Laboratory and the Chaplaincy.

Pioneer students were admitted to BSc. Degree programmes in two faculties, namely, the Faculty of Economics and Business Administration and the Faculty of Information, Communication Sciences and Technology, and a BA degree in the Faculty of Religious Studies. However, in the 2007/2008 academic year, the Faculty of Education and the Faculty of Health and Allied Sciences admitted their first students. Indeed, the Catholic University was the first institution to introduce BSc. Public Health in Ghana.

After laying a foundation stone on 25th April, 2007, by Ivan Cardinal Diaz, the Apostolic Delegate to Ghana, the dream of moving to a permanent campus at Fiapre was sown. The University moved to its present campus in the 2008/2009 academic year.

Until the Catholic University was conferred with the Presidential Charter to operate as a fully-fledged University on 30th August, 2022, it was affiliated with the University of Ghana (UG), Legon, the University of Cape Coast (UCC), the University for Development Studies (UDS), and Ghana Institute of Journalism (GIJ).

2.0 ADMINISTRATION OF THE SCHOOL OF GRADUATE STUDIES

2.1 Organogram for the School

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                    │  Board of the School of │───────────┐
                    │  Graduate Studies (SGS) │           │
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│  Vice-Dean, SGS  │◄─►│   Dean, SGS     │◄─►│ School Secretary,  │
│                  │   │                 │   │        SGS         │
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                          │   │ Research Ethics│         │
                          │   │  Committee     │         │
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              │ School/Faculty│◄──────┘       │ Senior/Assistant   │
              │     Board     │               │ Registrars(s), SGS │
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              │ Departmental  │               │  Administrative    │
              │    Board      │               │   Staff, SGS       │
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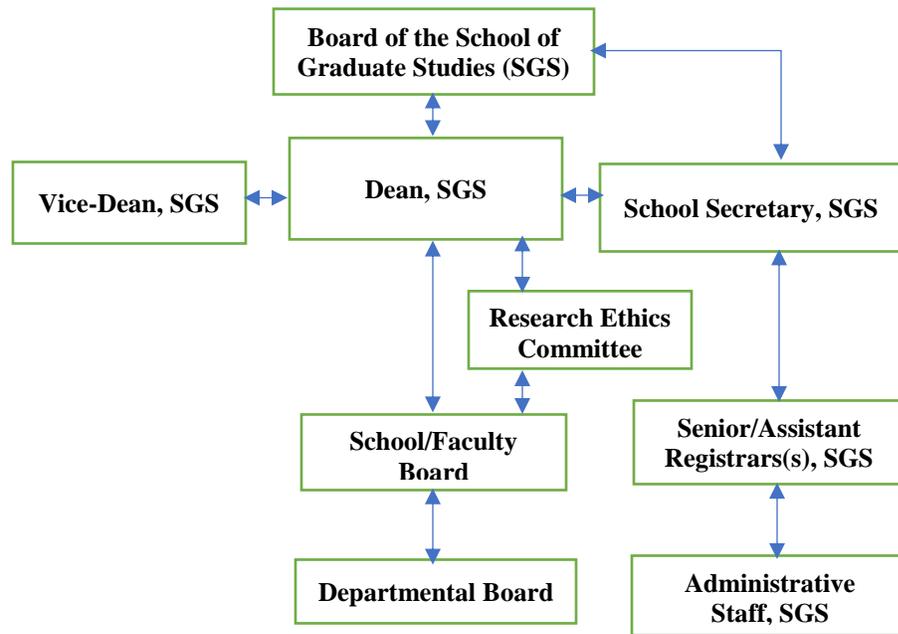
2.2 Board of the School of Graduate Studies

The School of Graduate Studies Board coordinates graduate education at the University.

2.3 Functions of the Board

The School of Graduate Studies of CUG was established in the 2010/2011 academic year as an administrative unit to supervise graduate studies. The objective of graduate studies at the Catholic University of Ghana is to train and develop graduates of higher quality. This way, the focus of the Graduate School is to produce graduates in theology, humanities and business administration and to equip them with research skills.

The core mandate of the Board of SGS is to perform the following duties:

a. Approves admission of graduate students upon recommendations from Faculties/Schools/Departments/Centres.

b. Gives approval of candidature, course work, supervisors, thesis topics, titles and synopses for higher qualifications based on the recommendations from the Department and Faculty/School Boards.

c. Approves the appointment of Internal and External Examiners for dissertations or theses to the Senate for ratification based on the recommendations from the Department and Faculty/School Boards.

d. Maintains records of all graduate students.

e. Approves graduate examination results provisionally on the recommendations from the Department and Faculty/School Boards.

f. Coordinates and approves examination of dissertations and theses of graduate students.

g. Be in contact with various Heads of Department and Deans on all matters relating to graduate studies in the various Departments and Faculties/Schools.

h. Approves the curriculum and mode of delivery of all graduate programmes.

i. Ensures that the School of Graduate Studies fulfils its statutory functions.

2.4. Graduate Studies Committee

2.4.1 Each academic unit offering graduate programmes shall establish a Graduate Studies Committee to oversee graduate programme delivery in the academic unit.

2.4.2 The Committee's functions shall be:

i. Advise students in selecting courses and formulating thesis areas and titles and dissertation titles.

ii. Recommend thesis/dissertation supervisors.

iii. Give SGS Board a semesterly student progress report through the academic unit Head.

iv. Make proposals to review the overall development of graduate programmes in the Department.

v. Coordinate the timely submission of dissertation/thesis areas and titles through the Head of the academic unit to the School Board.

2.4.3 A full-time faculty of professorial rank shall chair the Graduate Studies Committee from the academic unit.

3.0 GENERAL REGULATIONS FOR POST-GRADUATE DEGREE PROGRAMMES
3.1 Nature, Admission Requirements and Duration of Programmes

3.1.1 By registering, every student agrees to abide by all rules, regulations and policies of the University and the relevant academic unit.

3.1.2 Each student must be familiar with the general regulations stipulated in this handbook and any relevant information from the academic unit in which he/she is enrolled. Students may consult their Head of Department or the Dean of Graduate Studies for additional information.

3.1.3 It is only by the express permission of the Senate on the recommendation of the Board of Graduate Studies that any exemption from any of these General Regulations may be granted.

3.1.4 The University reserves the right to change rules, regulations, policies, programmes and course requirements outlined in this handbook without prior notice.

3.2 Academic Session

3.2.1 The academic session is in semesters. Programmes consist of courses coded by levels of academic progression and assigned credits. Apart from interim assessments during the semester, a course is examined at the end of the semester.

3.2.2 The academic session comprises two semesters as follows:

First Semester   -   August - December
Second Semester   -   January - May
Second Semester of January admissions and Sandwich programmes - during the long vacation (May/June - July/August)

3.3 Structure of Semester
3.3.1 A semester shall generally be structured as follows:

3.3.2 Regular Session
A semester shall generally be 17 weeks in duration and shall be structured as follows:
13 weeks of teaching
1 week of revision
3 weeks of examinations

3.3.3 Sandwich Session
Generally, a semester shall comprise the following:
6 weeks of teaching
1 week of revision
1 week of examination

3.4 Admission Requirements for Graduate Degrees
3.4.1 The Board of Graduate Studies shall consider all the recommendations for admission and decide which candidates may be admitted.

3.4.2 To be admitted to a course leading to the award of a higher degree, an applicant must have the following qualifications:

a. **PGDE**
   Applicants for the programme must be holders who have acquired a first degree (B.A., B.Sc.) from a recognised university in relevant teaching areas. Applicants with a Third-Class degree in relevant teaching areas shall be made to write an entrance examination.

b. **MA**
   Applicants for the MA programme must have a good first degree from an accredited university.

c. MBA

  i. Applicants for the MBA programme must have an appropriate first degree of at least a second class lower from an accredited University. Applicants with a third class shall be made to undertake an entrance exam and an interview, and if successful in both cases, applicants shall be admitted into the programme.

  ii. A candidate who does not satisfy the requirement stated above, but is otherwise adjudged suitable by the Faculty Board, shall, where practicable, be interviewed and may be required to take an entrance examination as determined by the Faculty Board concerned. A candidate who has satisfactorily completed a Graduate Diploma course may be considered for admission on the recommendation of the Faculty Board concerned.

d. MPhil

Applicants must have a good bachelor's degree from an accredited university. Regarding a holder of MA/MSc or equivalent degrees in the same field of study or approved by the relevant academic unit of undertaking research, he/she may be admitted into the second year of the MPhil programme. But such an applicant must have obtained a grade point average (GPA) of 3.0 (letter grade B) or better.

e. PhD

  i. An applicant must hold a Master's degree or equivalent (with a GPA in graduate work of at least 3.0) from a recognised institution and be accepted by the academic unit offering the doctoral programme. The Faculty/School of a degree programme-unit may add its GPA requirements above the SGS minimum for admission to that particular programme.

  ii. *Accelerated Entry into a Doctoral Programme*. An applicant with exceptional research potential or outstanding academic preparation but without a Master's degree may be considered for admission into the PhD programme but must register first for the MPhil programme (Master's degree by research). After proving himself or herself of sufficient calibre by the end of the programme's first year, the Department/Faculty may recommend the applicant to SGS for admission directly into the doctoral programme. Likewise, an applicant with a Master's (without research) may be admitted into an MPhil programme. After one semester, the applicant may be admitted by the SGS Board on the recommendation of the academic unit to enrol on the PhD degree programme. The student must meet the doctoral admission requirement, including the minimum 3.0 GPA for all graduate work.

  iii. *Coursework* applicable for the doctoral programme shall count retrospectively from the original registration for the MPhil degree and before formal admission to doctoral candidacy.

3.4.3 Application Procedure

- Applications for admission shall be made on a prescribed form obtainable from the Registry or School of Graduate Studies office. The completed forms shall be returned early enough for the academic year in which a candidate wishes to start a programme.

- Information on the application form and procedures is available online at the Catholic University of Ghana website (www.cug.edu.gh). Application for admission to programmes may also be through an online facility.

- All candidates applying for admission to research programmes shall be required to submit the following in about 500 to 700 words:
    i. Statement of Purpose (graduate studies)
    ii. An outline of the proposed research
    iii. Two (2) referees' reports (on prescribed forms) sent directly to the School of Graduate Studies

- Applications shall be considered, in the first instance, by the appropriate Faculty Board.

- The Faculty Board shall satisfy itself with the sustainability or otherwise of the candidate and the availability of resources for completing the candidate's work.

- The Faculty Dean shall submit to the School of Graduate Studies for its approval a list of candidates recommended for admission together with the following:
    i. The pertinent extracts from the minutes of the Faculty Board.
    ii. Statement on the nature of the programme.
    iii. Dissertation/thesis topic(s).
    iv. An outline of the proposed research (where applicable)
    v. Names of proposed supervisors.

3.4.4 Interview/Qualifying Examination
a. Where an interview or a qualifying examination is required to determine an applicant's suitability, the Faculty Board shall decide the form of an interview or qualifying examination and appoint a panel of its members to administer the interview or examination.
b. The School of Graduate Studies shall be represented at the interview or examination.

3.4.5 Approval of Admission Applications
The Board of Graduate Studies shall consider all recommendations for admission to graduate studies and decide which candidates may be admitted.

3.5 Registration of Graduate Students

3.5.1 Candidates admitted to a graduate programme of this University shall register at their respective Faculty and the School of Graduate Studies Office at the beginning of their programmes by filling in the appropriate forms prescribed for that purpose.

3.5.2 Unless with the Vice-Chancellor's explicit approval, **no student** shall register for more than one programme at the same time within and outside this University. The sanction for such a registration shall be the cancellation of all his/her University registrations.

3.5.3 No student shall be permitted to register by proxy. The registration of the proxy and the potential beneficiary shall be nullified.

3.5.4 The Senate may impose a penalty on students who fail to register during the stipulated time for registration by the University.

3.5.5 All fresh students must go through an orientation process.

3.6 Assessment of Graduate Course Work
A candidate admitted to a graduate programme shall be required to follow the approved course of study over the prescribed period. Students must also be regular and punctual in their academic work throughout their study period unless otherwise permitted by the academic unit Head in writing.

3.7 Categories of Graduate Studies
Graduate Studies shall be classified under two main headings as *Full Time and Part-Time*
   a. **Full-time Student**
      i.   A full-time student shall be taken as a candidate pursuing a programme of continuous study, the duration of which shall not be longer than 24 months from the date of registration for a **Master**'s programme.
      ii. A student admitted on a full-time basis may be allowed to change to a part-time student by applying through the appropriate Faculty Board and the Dean of the School of Graduate Studies.
      iii. Such a student shall be required to carry a workload not below the minimum prescribed for full-time students and shall also be required to complete the graduate programme within the maximum permitted five semesters.
      iv. *Workload*: A full-time student shall be required to carry a **minimum** workload of 12 credits and a **maximum worklo**ad of 18 credits per semester. No candidate shall be allowed to exceed the maximum credits except where the Board of Graduate Studies has granted express permission.

   b. **Part-time Student**
      i.   A part-time student shall be considered a candidate for full-time employment, pursuing a non-continuous programme of study, which shall not exceed 36 months from the date of registration for a **Master's** programme.
      ii. *Workload*: A part-time student shall be required to carry a workload below the minimum prescribed for a full-time student but shall also be **required to complete the graduate programme within the period specified for part-time students.**

3.8 Coding and Numbering of Graduate Courses

All post-graduate courses shall have letter and number codes. The course numbering shall start with four letters identifying a Department or programme/subject, followed by a three-digit number for the graduate level. The third digit in every course code shall be:
   • Zero (0) for courses offered in both semesters

- Odd (1, 3, 5, 7, 9) for a course offered only in the first semester
- Even (2, 4, 6, 8) for a course offered in the second semester

3.9 Course Credit Description

One course credit course shall be defined as follows:

- One-hour lecture per week for a semester
- One-hour tutorial per week for a semester
- One (1) practical session of 3 hours per week for a semester
- Three (3) hours of fieldwork per week for a semester

3.10 Transfer of Credits

3.10.1 Candidates admitted into MPhil degrees may be allowed to transfer credits earned from a taught Master's degree course on official transcripts if the coursework component of the Master's degree is comparable.

3.10.2 A candidate who completes part of the coursework in another University may be admitted based on credits transferred to the Catholic University of Ghana, provided:

a. The contents of such programmes are comparable and satisfy the course requirements of the Department and School where he/she seeks to pursue his/her studies.
b. The candidate takes any additional courses as may be required by the Department and School.
c. Such transfers may be considered only after a student's admission into the programme.

3.11 Academic Standing of Students

3.11.1 A student in good academic standing shall be the one who would have obtained a minimum of **24 graduate-level** credits at the end of the second semester (or Part I examination, where applicable).

3.11.2 A student not in good standing shall be asked to withdraw.

3.11.3 Candidates who fail to make the minimum Final Grade Point or better at the end of their graduate coursework will be deemed to have failed even if they have passed the required minimum of 24 graduate-level credits and shall be asked to withdraw unless they are granted a special dispensation by the Senate or the Vice-Chancellor.

3.12 Interruption of Study/ Programme Deferment

a. A graduate student may not break a programme of study **for more than two continuous semesters** except with the express and written permission from the Board of Graduate Studies.
b. A student shall apply in advance to the School of Graduate Studies Board through the Faculty Dean, stating reasons for interrupting the study programme.
c. Deferment on health grounds is permissible if supported by a certified medical report. The report may require further certification by the University's medical officers.

d. A student who interrupts his/her studies without permission and exceeding two continuous semesters shall be deemed to have lost his/her studentship.

e. A student who interrupts his/her studies without the approved procedures abandons his/her studentship and shall be notified accordingly by the Registrar.

3.13 Re-admission

3.13.1 A student who loses his/her studentship under 3.12 may be allowed to apply for re-admission to the University. The grades earned in the previous programme may be waived and count towards the current studentship.

3.13.2 Where a student satisfies course-work requirements of his/her programme but fails the research component (thesis, dissertation, long essay, or project work):

a. The student can apply for re-admission to his/her programme.

b. The application must be within two (2) semesters regarding MA and equivalent programmes and four (4) semesters for MPhil candidates from the date of passing the written examination.

c. The student may receive a waiver of coursework.

d. The application shall pass through the relevant Head of Department for comments. If the Department recommends the re-admission, the candidate shall be re-admitted for the thesis/dissertation/long essay/project work component of the programme for the following durations:

   i. One semester (1) for MA and equivalent programmes

   ii. Two (2) semesters for MPhil and equivalent programmes

e. Such re-application must be done by completing the appropriate postgraduate application form during the regular admissions season and shall be considered for admission at the next intake.

f. A student shall be granted only one opportunity of applying for re-admission.

3.13.3 **Granting of Re-admission**

a. Upon the expiry of the permitted study period, a student who has still not been able to complete a programme may be allowed a re-admission for an additional period.

b. The Board of the School of Graduate Studies (SGS), in consultation with the Faculty/School concerned, shall determine on a case-by-case basis the number of years to be given to candidates re-admitted to complete their studies

c. There will be no extension after the expiration of a re-admission.

d. Applications for extension must be duly endorsed by progress reports and recommendations from the supervisor and Faculty/School Dean.

e. A re-admission shall attract the required fees.

f. The following shall normally be the duration for the completion of graduate studies:

Programme Duration		**Maximum Permitted Period (including Re-registration)**
1. **Post-graduate Diploma**		
Full-time	2 semesters	3 semesters
2. **One-Year MA** (All non-thesis Masters Programmes)		
Full-time	2 semesters	3 semesters

Part-time	4 semesters	5 semesters

3. **Two-Year MA** (Coursework with Long Essay/Project Work)

Full-time	4 semesters	5 semesters
Part-time	6 semesters	7 semesters

4. **Two-Year MBA** (Coursework with Dissertation)

Full-time	4 semesters	5 semesters
Part-time	6 semesters	7 semesters

5. **MPhil** (Two-Year; Coursework with Thesis)

Full-time	4 semesters	6 semesters
Part-time	6 semesters	8 semesters

6. **PhD**

Full-time	3 Years	4 Years
Part-time	4 Years	5 Years

3.13.4 **Lapsed Studentship**
   a. The studentship of a candidate lapses when the candidate fails to complete his/her thesis/dissertation/long essay/project work within the stipulated period, including extension and the dissertation or thesis cannot be submitted.
   b. The candidate may apply for re-admission per the procedure outlined in 3.13.2.
   c. Only candidates who have satisfied all coursework requirements shall be considered for re-admission.

3.13.5 **Upgrading of a Master's Programme**
   a. Based on a candidate's performance in either course work or written examination, the Dean of the academic unit may, in consultation with the Faculty Board, recommend to the School of Graduate Studies Board that a candidate upgrade a degree programme.
   b. The student must obtain an average of B+ (or GPA of 3.5) in the first and second-semester coursework examinations to be eligible for upgrading.
   c. An upgraded candidate must procure and complete the necessary application form. The period spent on previous registration/credits obtained shall **not** count towards the required period/credits for the newly registered programme.
   d. In submitting a recommendation that a candidate changes his/her registration, the candidate's thesis topic and the name(s) of a new Supervisory Committee membership shall be communicated to the School of Graduate Studies.

3.13.6 **Supplication from MPhil to MA**
At least three (3) months before the thesis submission date, a Faculty/School Dean may consult the Supervisors and Faculty Board. The Faculty Board shall recommend to the Board of SGS that a candidate who is registered for an MPhil degree should be permitted to supplicate for the MA degree based on the following:
   a. Inadequate progress with the research, or

b. Failure to fulfil departmental requirements for the MPhil degree.

3.13.7 **Doctoral Degree**
After registration, the candidate shall pursue a full-time programme of study and research for at least two academic years, except that:
   a. A candidate fully engaged in advanced study and research for a degree, who before registration, was engaged in research to the satisfaction of the Faculty concerned, may be exempted for not more than one academic year.
   b. In exceptional circumstances, the Faculty may recommend that a candidate be allowed to spend no more than one academic year of the programme in advanced study and research at another institution, provided that this work can be supervised in a manner satisfactory to the Faculty and the Graduate School Board.
   c. A full-time staff member of the University may be accepted as a part-time candidate. Where a senior member has been engaged in research evidenced by publications that the Graduate School Board is satisfied with, they may submit a thesis at any time without previous registration.
   d. Based on the recommendation of the relevant Faculty Board, the Graduate School Board may accept a part-time candidate in exceptional circumstances as a person who is not a full-time member of staff but engaged in an occupation of the University to pursue their programme. In such a case, the Graduate School Board shall prescribe a minimum period for the programme, corresponding to two academic years of full-time study, and considering the time the candidate can have for the programme as prescribed by the appropriate Faculty.

3.13.8 **Course Requirement for Graduate Studies**
   a. The study programme for the Master's degrees shall comprise coursework, as prescribed by the Faculty, and a Long Essay/Dissertation/Project/Thesis, as may be relevant.
   b. It shall be each student's responsibility to know the requirements of the graduate degree programme for which he/she is registered and the rules, regulations and policies of the University and the relevant academic unit.
   c. It shall be the student's responsibility to ensure that he/she selects courses according to the requirements for the award of the graduate degree registered.
   d. The following are the **minimum** and **maximum** credits a graduate student must earn for graduation. However, a Faculty is free to design its graduate programme such that the total number of credits required for graduation does not exceed the prescribed maximum by more than six (6) credits.

   - **Post-graduate Diploma**
Course work:	24-36 credits
Supervised Teaching	Four (4) credits
Project (Long Essay)	Six (6) credits
Total	**34-46 credits**

- **1-Year Master's Degree**
Coursework:	24-36 credits
Seminar	3 credits
Dissertation	12 credits
Total	**39-51 credits**

- **2-Year Master's Degree (Coursework)**
First-year Coursework	24-36 credits
Second-year Coursework	24-36 credits
Project (Long Essay)	6 credits
Seminars (2)	6 credits
Total	**60-78 credits**

- **2-Year Master's Degree (Dissertation option)**
First-year Coursework	24-36 credits
Second year's coursework	24-36 credits
Dissertation	12 credits
Total	**60-78 credits**

- **MPhil/2-Year Master's Degree (Thesis option)**
Coursework	24-36 credits
Seminar I	3 credits
Seminar II	3 credits
Thesis	30 credits
Total	**60-72 credits**

- **Design of Top-Up Programmes** (M.A, M.Ed., MSc, MBA for MPhil):
  It may take three semesters. The first semester should be a preparatory stage where students take a maximum of four courses, including Research Methods, develop their research proposal and defend it. Students will also be assigned supervisors to start their research work. The remaining two semesters should be for thesis writing. Students who cannot finish their thesis should have an extension of one academic year to finish up.

- **PhD.**
Coursework+ seminars	24-30 credits
Thesis	30 credits
Total	**54-60 credits**

i. The degree of Doctor of Philosophy (PhD) is awarded for high accomplishment in a particular discipline or a recognised interdisciplinary area, based on a student's ability to pass the preliminary (comprehensive) examination for admission to candidacy, meet the research tool requirement for the programme, and perform and

pass the defence of a research programme in which a candidate has made an original and significant contribution to knowledge.

ii. Candidates may be required to take courses from relevant Departments. In addition, they must attend and present seminars in their Departments.

iii. The study programme for the doctoral degree shall also comprise the following:
   a. A comprehensive examination
   b. Supervised Thesis.
   c. Publication of two (2) peer-reviewed papers in indexed journals.
   d. Oral defence of a thesis.

iv. A supervisory committee of at least three (3) members shall be set up to supervise a doctoral candidate. The committee shall advise the student on degree requirements, a thesis area and a topic.

v. PhD applicants in the following categories must register in the relevant Master's programme in their first year to remedy deficiencies before progressing to the PhD programme.
   a. Those who did not do coursework
   b. Those who did not have a thesis as part of their Master's degree
   c. Those whose Master's degree was in a different subject area from the proposed PhD

vi. Such a conversion shall be based on a recommendation from the Faculty Dean.

vii. A candidate may submit a subsidiary matter in support of a candidature. The subsidiary matter may include any printed contributions to the advancement of the subject that they may have published independently, conjointly, or any other supporting material. If a candidate submits a subsidiary matter of a conjoint nature, they shall be required to state their share of such conjoint work.

3.13.9 **Submission of Project or Thesis Topics**

a. **Post-graduate Diploma:** Topics and supervisors shall be submitted to the Board of the School of Graduate Studies **at the beginning of the first semester** through the **Faculty Board**.

b. **One-Year** Master's Degree: Topics and supervisors shall be submitted to the School of Graduate Studies Board through the Faculty Board **at the beginning of the second semester**.

c. **Two-Year** Master's Degree: Thesis/Dissertation areas/topics, the supervisor and the supervisory committee membership shall be submitted to the Board of the School of Graduate Studies no **later than six months after the commencement of the programme** through the **Faculty Board**.

d. **PhD**
   i. For a doctoral programme, the thesis area/topic and the membership of a Supervisory Committee and the supervisor's name shall be submitted no **later than six (6) months after the commencement of the programme** to the Board of the School of Graduate Studies through the concerned Faculty Board.

ii.   Not later than six (6) months before the date proposed to enter for the examination, a candidate shall submit the title of their thesis to the appropriate Faculty Board for approval and submission to the Board of the School of Graduate Studies.

iii.   After the final thesis title has been approved, it may not be changed except with the written permission of the Board on the recommendation of the Faculty Board.

3.13.10 Examination

a. The examination shall consist of written papers, practical work/seminars and project work/ long essay/dissertation/thesis as prescribed.

b. A candidate may also be orally examined on the substance of his/her dissertation for MBA and equivalent programmes.

c. A candidate shall be orally examined on the substance of his/her thesis for MPhil/PhD.

3.13.11 Graduate Students' Supervision

a. Supervisors shall be appointed for graduate students to advise them in the selection of courses and formulation of thesis topics and to submit a progress report on each student to the School of Graduate Studies Board through the Faculty Dean. Where necessary, a co-supervisor may be appointed to assist the supervisor.

3.13.12 Progress Reports

a. It shall be the duty of supervisors to meet with students at regular intervals and to submit reports on them.

b. Supervisors shall submit reports on each student's work at four monthly intervals on prescribed forms to the Dean, School of Graduate Studies, with copies to the Faculty Dean.

c. Based on the standard of work by halfway through the programme's duration, a Dean, upon receiving the supervisor's report, in consultation with the Faculty Board, may recommend for approval by the Board of the School of Graduate Studies that a candidate continues or terminates the studies.

3.13.13 Scheme of Graduate Examination

a. Current University regulations shall be used to assess candidates.

b. The examination shall include the following:
    i.   Written examination (where appropriate)
    ii.   Assessment of thesis
    iii. Oral Examination

c. The Faculty Board shall submit the examination results to the Board of the School of Graduate Studies for approval before being forwarded to the Senate for ratification (final approval).

d. **Written Examination**
    i.   Sit-in (final) examination (where appropriate) taken at the end of a prescribed course.

ii. Take-home examination (where appropriate) consisting of project/seminar papers and class assignments.

e. **Moderation of Written Examination**
Faculty members within the department, faculty, or school shall moderate all written examination papers.

f. **Eligibility for Examinations**
   i. For a taught course, a student must attend all lectures, tutorials, seminars and practicals and undertake all other activities and assignments approved by the University.
   ii. A student absent for a **continuous period of 21 days** (a cumulative period of 25%) from all lectures, seminars, practicals, and other activities and assignments prescribed for a course in any semester, shall not be permitted to sit for the semester examination.

g. **Registration for Written Examination**
   i.   Candidates shall register in their Faculties and at the School of Graduate Studies at the beginning of each semester for examinable courses.
   ii. Registration for a University examination needs the endorsement of a student registration form by the Faculty Dean, indicating the student has pursued the approved programme of study in the course satisfactorily over the prescribed period.
   iii. A candidate's registration shall not be valid unless it is so endorsed.
   iv. If withholding an endorsement, the Faculty Dean shall request the Faculty Board to confirm the action and refer the withholding to the Board of the School of Graduate Studies for a final decision.
   v.   A student, who fails to sit for the end-of-semester examination of a registered course, shall be considered absent from the examination of that particular course, for which grade X shall be awarded.

h. **Examination Fees**
   i. The University shall determine Examination fees from time to time.
   ii. Examination fees are not refundable, but when a candidate cannot attend an examination at the prescribed time because of justifiable unforeseen circumstances acceptable to the Board of the School, fees may be transferred to the subsequent prescribed examination.

i. **Failed Grade**
Candidates who fail to make the final grade point average (FGPA) of 2.00 or better in their graduate coursework would be deemed to have failed, even if they have passed all the required courses by the end of the programme.

j. **Retaking of course(s)**
   i. A candidate may be permitted to retake a failed course(s), but only at the next regular offering.

ii. Candidates re-taking failed papers shall do so within the maximum time permitted to complete a programme.

iii. A candidate who fails a second-semester course at the end of the coursework may submit his/her dissertation. But the candidate has to apply to re-take the failed course during the next regular offering in the following academic year.

iv. Before obtaining the degree, candidates re-taking failed papers must pass all such course(s).

k. **Trailing of course(s) for a 2-year Master's Programme**
If a candidate obtains the minimum number of credits required at the end of a semester but fails in more than two (2) courses, they may proceed to the second year but must pass all such courses **before** graduation.

l. **Review of Examination Result (s)**

i. A candidate not satisfied with the results of a university examination affecting him/her may request a review by applying to the Dean of the School of Graduate Studies.

ii. The candidate shall pay a review fee, which shall be not less than three times the standard examination fee.

iii. An application stating the grounds for a review shall be submitted to the Dean of the School of Graduate Studies no later than twenty-one (21) days after the results are released.

iv. An application entered on a candidate's behalf other than the aggrieved candidate, shall not be entertained.

v. Where a candidate is vindicated, the Board of the School of Graduate Studies shall authorise the Registrar to amend the results as reviewed.

vi. Where a complaint is found to be frivolous or ill-motivated, the School Board may prescribe sanctions, including barring the complainant from university examination for a stated period or an indefinite period.

m. **Course Grading**

i. Grading System
A student's performance in a course shall be graded numerically and in percentages, with the following interpretations:

Letter Grade	Score	Grade Point	Interpretation
A	80-100	4.00	Outstanding
B+	75-79	3.50	Very Good
B	70-74	3.00	Good
C+	65-69	2.50	Fairly Good
C	60-64	2.00	Satisfactory
F	< 59	0.00	Fail
-	I*	Unavailable	-
-	Z	Disqualification	-
-	I	Incomplete	
-	Y	Discontinued	-

ii. **Grade Point**
A student earns grade points for a completed course computed as the product of the number of credits for the course. The grade point is equivalent to the grade obtained in that course.

iii. **Cumulative Grade Point Average (CGPA)**
The cumulative grade point average shall be calculated by dividing the total number of grade points obtained up to any specified time by the total number of credits for **all** courses for which the student has registered up to that time.

iv. **Final Grade Point Average (FGPA)**
The FGPA shall be the CGPA for **all** courses under consideration, calculated up to the end of a student's academic programme.

v. **Pass Grade**
Grades A, B+, B, C+ and C shall constitute PASS grades.

vi. Failure: Grades: D+, D, E, F, X and Z constitute Failure Grades.

vii. **Non-Completion of Course**
a. Grades **I** (Incomplete) shall be awarded to a student who cannot complete a course for reasons adjudged by the *Board of Graduate Studies* as acceptable.
b. Grades *X* (Disqualification) shall be awarded to a student who cannot complete a course for reasons adjudged by the *Board of Examiners* as unacceptable.

viii. **Continuing Grade**
A grade **Y** shall be awarded at the end of a semester to any student taking a course which continues into the next semester.

3.13.14 **Deferment of Examination**

a. **On health grounds**
Having satisfied all the requirements to take an examination or examinations, a student who cannot take such examination (s) **on health grounds** may be permitted to defer the examination (s) and be allowed to take same at the next offering.
b. **On grounds other than health**
A student, who has satisfied all the requirements to take an examination or examinations, but cannot take such examination (s) **on grounds other than health**, shall be invited for an interview with the Faculty Dean. The latter shall advise the University as appropriate.
c. It shall be the responsibility of the student to satisfy the School Board **beyond reasonable doubt** why they may be permitted to defer the examination (s) and be allowed to take the same at the next offering.
d. In all cases of deferment, the student shall receive a written response from the Dean of the School of Graduate Studies.

3.14 Dissertation/Thesis

3.14.1 Approval of Topics and Appointment of Supervisors

a. For consideration, research students shall present their research proposals to the Department/Faculty. The Dean of Faculty/School shall submit the approved thesis titles to the Dean of the School of Graduate Studies.
b. Following the Supervisor's recommendation, the respective Dean shall communicate a change of thesis title to the Dean of the School of Graduate Studies.
c. A research student whose work involves human and animal subjects shall submit his/her research proposal for approval by the Catholic University of Ghana Institutional Review Board and other recognised boards with supporting documents from the supervisor and Head of Department.

3.14.2 Responsibilities of Students

A student is responsible for working towards completing his/her degree programme on time. The responsibilities of the student cover the following areas:
a. Selection of topic
b. Initiation of contact with their supervisor(s)
c. Literature search
d. Submission of outputs for feedback
e. Language Mechanics
f. Proofreading
g. Conforming to format and style specifications.
h. Maintaining the highest integrity and ethical standards of the work
i. Complying with the School of Graduate Studies policies and essential deadlines

3.14.3 Appointment of Supervisors

a. Each research student should be assigned a supervisor.
b. Each MA/MBA/MSc/MEd students shall be assigned one supervisor from either the department or a cognate department.
c. Every MPhil student shall be assigned a Principal Supervisor and a Co-supervisor. The Principal Supervisor must hold a PhD. The Co-supervisor must also be at least a confirmed Lecturer and may come from the same department or cognate department.
d. In the case of PhD candidates, the Principal Supervisor should hold a PhD and be of Professorial rank or a Senior Lecturer. The Co-supervisor should also be a PhD holder and at least a confirmed Lecturer.
e. Supervisors shall be members of the academic staff of the University, but in exceptional cases, suitable persons within and outside the University may be appointed.
f. Supervisors' nominations require prior consideration by the Faculty/School before approval by the School of Graduate Studies Board.

3.14.4 Responsibilities of Supervisors

a. The role of supervisors is to guide the student, mainly on the technical aspects of research. The technical aspects include research design elements, structure and organization of the report. Supervisors are generally expected to provide experience to strengthen methodology (e.g. statistics) and specialized knowledge.
b. The supervisor should refuse to allow the submission of sub-standard work for examination, regardless of the circumstances. If the student submits it without the supervisor's consent, this should be recorded and reported to the School of Graduate Studies.

3.14.5 Presentation of Dissertation/Thesis

a. The thesis/dissertation shall be written in English or any other approved language. It includes an abstract of not more than 250 words.
b. If the thesis/dissertation is in a language other than English, approved by the Board, the abstract should be in English and must not exceed 250 words submitted with the thesis/dissertation.
c. The thesis shall be prepared according to the Catholic University of Ghana Guidelines for presenting the thesis, dissertation and project work.

3.14.6 Extension of Time for Submission of Dissertation/Thesis

a. A student unable to submit his/her thesis/dissertation within the stipulated minimum duration may apply for a one-year extension and pay appropriate fees. The application for an extension should be accompanied by a progress report from the student's supervisor(s). It should pass through the Faculty Dean to the School of Graduate Studies Dean, who, on behalf of the Board, may allow an extension of not more than two semesters, granted for one semester at a time.
b. A student who fails to complete his/her programme after the maximum duration shall be withdrawn from the programme. Such a candidate may, however, re-apply for admission and pay the total fees.
c. If re-admitted within three years after withdrawal, he/she will be credited with the courses already taken. Still, he/she will be given only one additional academic year to complete the programme. Students who apply for admission three years following withdrawal will not be credited with courses previously taken.

3.14.7 Appointment of Examiners and Assessment of Dissertation/Thesis

A thesis/dissertation submitted shall be examined:

a. External examiners shall be nominated by the Department and appointed by the School of Graduate Studies Board on the recommendation of the Faculty Board.
b. The Faculty Board shall nominate two internal examiners to examine an MA/MBA/MSc/MEd dissertation. However, where a Faculty adopts a viva voce (oral examination) for MA/MBA/MSc/MEd candidates, there should be only one internal examiner.
c. One external and one internal examiner shall be appointed to examine each MPhil/PhD thesis.

d. After the examiners have submitted their reports (MPhil/PhD) and both examiners have passed the thesis, the candidate shall defend his/her thesis at a viva voce.

3.14.8 Complaint and Redress at Postgraduate Research Level

A student has grounds for complaint on any of the following:
   a. The inadequate supervisory arrangement, including lack of constructive criticism of the work and the non-availability of the supervisor at crucial times during the research.
   b. Unsatisfactory progress for reasons outside the student's control, including lack of facilities to adequately tackle the work required.
   c. Lack of good working relationship between a student and a supervisor, including significant differences between them in solving a problem.
   d. Any other reasonable ground that is acceptable to the Board of Graduate Studies.

3.14.9 Procedure for Complaint

A student who has grounds for complaint must:
   a. Address the complaint in writing to the Faculty Dean (in the first instance)
   b. The complaint must contain the following:
      i. An explicit statement.
      ii. The stage at which the complainant has reached in the research at the time of the complaint.
      iii. The expected date of completion of the research programme.
   c. A Faculty handling a complaint shall appeal to the Board by addressing the complaint in writing to the Dean of the School of Graduate Studies.
   d. It shall be obligatory for the Dean of the School of Graduate Studies to ask for the Faculty Dean's comments. The School of Graduate Studies Board shall then consider the complaint and take the appropriate decision.

3.14.10 Thesis Requirements
The thesis shall comply with the following conditions:
   a. The work must largely have been done after the student's registration as a candidate for the degree.
   b. The thesis shall usually be written in English, the length of which may be prescribed by the appropriate Faculty Board.
   c. The thesis shall consist of a candidate's account of the research and be certified. It may describe work done with the candidate's supervisor, provided the candidate states clearly in the investigation that the supervisor certified this statement. Under no circumstances shall a paper written or published in the joint names of two or more persons be accepted as a thesis.
   d. Work done conjointly with persons other than the candidate's supervisor shall only be accepted as a thesis in exceptional cases. In such cases, the approval of the Faculty Board and the Board of School of Graduate Studies shall be given.
   e. A candidate shall not be permitted to submit a thesis which has been submitted elsewhere. However, at the supervisor's discretion, a candidate shall not be precluded from incorporating work already submitted for a degree in this University

or elsewhere. In so doing, the student must indicate in the thesis any work which has been so incorporated.

3.14.11 Doctoral Degree

A doctoral thesis shall be submitted, accompanied by the prescribed form (obtainable from the School of Graduate Studies), not later than **36 months** after the beginning of the programme. In the case of part-time students, this period shall be **48 months**. On the supervisor's recommendation, these maximum times may be extended by the School Board by periods of not later than six (**6**) months to a maximum of **48** months for full-time students and **60** months for part-time students.

3.14.12 Thesis Assessment

a. For Thesis Assessment (where appropriate): A panel of examiners shall be appointed by the Board of the School of Graduate Studies, on the recommendation of the Faculty Board, to assess the paper, dissertation or thesis.

b. When recommending the appointment of an external examiner, the Faculty Board shall submit an outline of the curriculum vitae of the proposed examiner based on a format obtainable from the Board of the School of Graduate Studies.

c. A separate report, duly signed, shall be submitted by each examiner to the Board of Graduate Studies.

d. The Board of Graduate Studies shall review the recommendations of examiners.

3.14.13 Oral (Viva Voce)/Practical Examination of MPhil/PhD

a. A panel shall be appointed by the Board of the School of Graduate Studies on the recommendation of the Faculty Board to conduct the oral/practical examination.

b. The panel's Chairman shall be the Dean of the School of Graduate Studies or his/her representative.

c. The **viva voce for MPhil** shall be conducted by a panel of four (4) Examiners comprising the Chairman, the Principal Supervisor or Co-supervisor, the Internal Examiner and one other member from the Department or a Cognate Department. Where the Chairman is himself/herself the Principal Supervisor, another academic member shall be appointed Chairman of the Panel of Examiners.

d. The **viva voce for PhD** shall be conducted by a Panel of six (6) Examiners comprising the Dean of the School of Graduate Studies or his/her representative as Chairman, the Head of Department, the External Examiner, the Internal Examiner, the Principal Supervisor or Co-supervisor, and one other member from the Department or a Cognate Department. Where the Dean of the School of Graduate Studies is himself/herself the Principal Supervisor, his/her representative shall be appointed Chairman of the Panel of Examiners.

e. The examiner's report to the School of Graduate Studies shall indicate as comprehensibly as possible:

- Whether or not a candidate demonstrates a good general knowledge of a particular field of learning within the subject of the dissertation or thesis.
- Whether or not the presentation of the material is satisfactory.
- Whether or not the dissertation or thesis meets the requirements of the degree for which it is submitted.

f. A student who fails a viva-voce shall be given two additional chances within a year from the date of the first examination that he/she failed to go through.

3.14.14 **Order of the Viva Voce Proceedings**
The following should be the order for the conduct of the viva voce:
a. Chairperson introduces the candidate, the candidate's supervisor(s), the panel of examiners and other guests. For PhD viva's, the Head of the Department does the introduction.
b. The Dean of the School of Graduate Studies or his/her representative remarks on the regulations and procedures concerning Oral Examination (in PhD viva voce only).
c. Chairperson invites the candidate to make his/her presentation.
d. Presentation by the candidate.
e. Questions/Critiques/Comments by: External Examiner (in PhD viva voce only), Internal Examiner, Representative from the Department/Cognate Department, Principal Supervisor (if any).
f. The panel of Examiners meet alone to determine the candidate's performance in the oral examination based on the assessment format approved by the School of Graduate Studies Board.
g. Chairman announces the panel's recommendations on the candidate's performance in the viva voce.
h. Remarks by the candidate (optional).
i. Remarks by the Dean of the School of Graduate Studies (in PhD viva voce only).
j. Chairperson closes the oral examination session.
k. After the oral examinations, extracts from the Examiners' reports shall be submitted to the Faculty concerned to enable the students to make the necessary corrections to the thesis.

3.14.15 **Oral re-examination**
a. A candidate for the PhD/MPhil degree may fail to satisfy the examiners at the oral examination. In that case, the panel may recommend to the Board of Graduate Studies that the candidate be permitted to submit to a further oral examination within a period not exceeding two (2) months.
b. Where the candidate for the PhD/MPhil degree fails to satisfy the Examiners at the second oral examination, as consistent with Clause 3.14.13(f), the candidate may re-submit himself/herself for oral examination only **once** more and within **18 MONTHS**.
c. The examiners may recommend to the School of Graduate Studies Board that the candidate be permitted to re-submit his/her thesis in a revised form within 18 MONTHS.
d. The re-entry fee shall be half the regular entry fee.

3.14.16 **Determination of the Results of Project/Dissertation/Thesis**
The Board of SGS shall review the recommendations of examiners of a Doctoral/ Master's Thesis or Dissertation as follows:
a. If two examiners pass the dissertation/thesis, the candidate passes the oral examination, and the Board shall pass it.

b. If one examiner fails or refers a dissertation/thesis, the Board shall review the nature of the fail or referral grade and decide whether to pass, refer or fail it.
c. If more than one examiner refers a Doctoral/Master's thesis or dissertation, it shall be referred.
d. A Doctoral/Master's thesis or dissertation failed by more than one examiner shall fail.
e. If a candidate fails the oral examination, the candidate shall be referred and given another opportunity to undertake the oral examination.
f. A Doctoral/Master's thesis or dissertation referred for a second time shall fail.
g. A plagiarized thesis/dissertation must be rejected, and the candidate shall have a fail.

h. **Pass Grade**
   i. Where all **two/three** examiners pass a dissertation or thesis, the School of Graduate Studies Board shall usually pass the candidate.
   ii. Where **one** examiner fails a thesis or a dissertation, the School Board shall review the nature of the failing grade and decide to pass, refer, or fail the candidate.

i. **Fail Grade**
   iii. A master's thesis failed by more than **one examiner** shall be failed.
   iv. A doctoral thesis/dissertation failed by more than **two examiners** shall be failed.

j. **Referred Grade**
   i. Where a dissertation or a thesis, although inadequate, seems to be of sufficient merit, the examiners may recommend that the dissertation or thesis be referred to the Board of the School of Graduate Studies.
   ii. A candidate so referred may be permitted to re-submit the work in a revised form within **three (3) months** (in the case of a **one-year master's** degree), **nine (9) months** (in the case of **a two-year master's** degree); and **12 months** (in the case of doctoral work.)

k. **Re-submission of Dissertation/Thesis**

   Where a referred dissertation or thesis is being re-submitted, the candidate must re-register and pay the appropriate fee(s).

3.14.17 **Project/Thesis/Dissertation Deposition**

a. THREE (3) typed or printed **unbound** copies of the thesis shall be submitted to the School of Graduate Studies Board through the Head of the Department.
b. The size shall be A4, except for drawings and maps on which no restrictions are placed.
c. Where the thesis is typed, only one side of the paper shall be used with a margin of 45 mm on the left-hand side.
d. After the thesis has been approved, it must be bound in standard form as follows:

- art vellum or cloth; overcast; and edges uncut;
- lettered boldly up the spine in gold (0.5 - 1.25 cm), with degree, date, and name.

3.14.18 Thesis/Project Work Distribution

The three copies of an accepted thesis for the award of a PhD degree shall be distributed as follows:

a. The top copy shall be deposited in the School of Graduate Studies office.
b. The second copy shall be deposited in the Faculty.
c. The third copy shall be for the candidate.

3.14.19 Notification of Results

a. The dissertation/thesis (soft bound) must be submitted at least 60 days before the effective date for the award of a Higher Degree or a Postgraduate Diploma/Certificate.
b. The list of successful candidates for the award of degrees shall be published provisionally by the School of Graduate Studies, subject to approval by the Senate (Academic Board).
c. After the Senate approves the results, a successful candidate shall be awarded an appropriate degree certificate under the University's seal.

3.15 Requirements for Graduation

3.15.1 Candidates, who have satisfied all the requirements and deadline processes for graduation, shall qualify for graduation at an upcoming Congregation.

3.15.2 Candidates, who intend to be presented at a Congregation, must submit the corrected version of their theses for publication by the set deadline preceding the Congregation.

3.15.3 Postgraduate Certificate
A candidate for the Postgraduate Certificate programme must:
a. Pass all courses taken
b. Obtain a minimum Cumulative Grade Point Average (CGPA) of 2.0 in the coursework
c. Be in good standing

3.15.4 Postgraduate Diploma
A candidate for the Postgraduate Diploma programme must:
a. Pass all courses that must be taken
b. Obtain a minimum CGPA of 2.0 in the coursework
c. Pass the project work
d. Be in good standing

3.15.5 M.A./M.Ed./MSc. degrees (by Coursework only)
A candidate for the M.A./M.Ed./MSc. Degree programmes must:
a. Pass all courses that must be taken
b. Obtain a minimum CGPA of 2.0 in the coursework
c. Be in good standing

3.15.6 M.A./M.Sc./MBA/M.Ed degrees (with Dissertation)
A candidate for the M.A./M.Sc./MBA/M.Ed degree programmes must:
a. Pass all courses that must be taken
b. Obtain a minimum CGPA of 2.0 in the coursework.
c. Pass the dissertation
d. Be in good standing

3.15.7 M.Phil/PhD degrees. A candidate for the research Master's or PhD degree must
a. Pass all courses and seminars that must be taken.
b. Obtain a minimum CGPA of 2.5 in the coursework
c. Pass the thesis
d. Pass the oral examination (viva voce)
e. Be in good standing

3.15.8 **Procedure for the Award of a Degree**
a. All examination results shall be considered by the School of Graduate Studies, which in turn shall make its recommendations to the Senate for approval.
b. Each successful candidate shall be awarded the appropriate certificate, under the University's seal, at a Congregation of the University assembled for that purpose.
c. Candidates who do not attend the Congregation can contact the Registry for their certificates.

3.15.9 **Cancellation of Award**
Notwithstanding previous confirmation of an award of a degree, the Senate can cancel an award at any time, even with retrospective effect, if it becomes known that:
a. A candidate entered the University with false qualifications.
b. A candidate impersonated someone else.
c. A candidate had been guilty of examination malpractice for which a Grade Z would have been awarded.
d. A candidate plagiarized material in his/her thesis/dissertation
e. Other reasons would have led to withholding confirmation of the award in the first place.
f. In any such event, the Senate decision shall be published on the University Notice Board, and the candidate notified. Such cancellation and its reasons shall be entered on the candidate's transcript.

3.15.10 **Collection of Certificates**
a. Certificates for successfully pursued programmes shall, as much as possible, be ready for collection at the Registry on graduation day.
b. After graduation, graduates may collect their certificates from the Academic Affairs section of the Registry after fulfilling the required clearance protocols.

c. Uncollected certificates for two (2) or more years from graduation shall attract a special charge for collection.

3.15.11 Transcript of Academic Record

A student is entitled to a transcript at the end of his/her programme. Upon request, the University shall issue the particular student a complete transcript of his/her academic record. The student must pay an appropriate fee for it. The transcript shall be marked Student Copy, showing all courses attempted and all results obtained.

4.0 APPENDICES

APPENDIX A: FORMAT OF DISSERTATION/THESIS

APPENDIX B: REGULATIONS ON UNIVERSITY EXAMINATIONS

APPENDIX C: CATALOGUE OF PROGRAMMES

4.0 **APPENDICES**

APPENDIX A

FORMAT OF DISSERTATION/THESIS

4.1 All dissertations/theses consist of three categories of material: the preliminaries or front matter, the text or main body of the report, and the back matter such as the references and appendices. The manuscript must follow the Catholic University of Ghana format requirements and School/Faculty/Department documentation or reference formats. Such formats must be deposited with and approved by the School of Graduate Studies. The standard referencing style for all research manuscripts is the American Psychological Association (APA) Referencing Style. However, a School, Faculty, or Department may opt for another style provided it is approved by the School/Faculty Board and approved by the School of Graduate Studies Board. The University Style must be satisfied when there is a conflict between Departmental and University Styles. Students must consult the University and School/Faculty/Department manuals for more information.

4.2 School/Faculty/Department Format shall apply to:
- Chapter Structure Design
- Chapter Headings
- Reference Style
- Figures and Tables
- Chapter Content Design
- List of Abbreviations

4.3 University Format must apply to the following sections:
- Preliminary Information
- Substantive Section
- Bibliography and Appendices

4.3.1 **Preliminary Information**
  a. **Title Page**
  The title page shall consist of the following, which should be centred on the sample and wording in the Graduate School Manual:
  - Title of the Thesis
  - Statement of Submission
  - Name of Candidate (No Titles)
  - Student Number (In brackets below the name)
  - In partial fulfilment of the Requirement for the Award of (Relevant Degree, e.g., Master of Philosophy)
  - The date of submission (Month and Year, e.g., June 2023)
  b. **Declaration Page**
  - A candidate submitting a dissertation or thesis for a Master's degree shall declare that the thesis/ dissertation is his/her original work produced from research under supervision.
  - The declaration page shall be signed by the following:

- The Candidate
- Supervisor(s)

c. Abstract

The candidate shall present a short abstract of his/her dissertation or thesis of a maximum of 2 pages (double-spaced).

d. **Dedication** (Optional)

e. **Acknowledgement** (1-page maximum)
- The candidate may briefly acknowledge those who contributed significantly to the success of the research and its presentation.
- It should be duly acknowledged if the thesis has benefited from a collaborative project in conjunction with the candidate's Supervisor(s).

f. Table of Contents

A well-aligned presentation of preliminary information, chapters with subsections, a bibliography and the thesis appendices with relevant page numbers.

g. List of Figures/Maps

A list of figures and maps with their relevant designated numbering and relevant pages at which they are located.

h. List of Tables

A list of tables with their relevant designated numbering and relevant pages at which they are located.

i. List of Abbreviations

A list of relevant abbreviations and their full rendering occurring in the thesis.

4.3.2 **Substantive Section**

a. Chapter Structure: A thesis must consist of main Chapters, including an introduction, intervening chapters and a concluding chapter as determined by the School/Departmental format and approved by the School of Graduate Studies Board.

b. Reference Style: The reference style shall follow the School/Departmental format approved by the School of Graduate Studies Board.

c. Thesis Size: A thesis/dissertation shall typically not exceed the following pages, including the list of references/bibliography, figures, tables, photographs, and appendices.

Degree	Minimum No. of Pages	Maximum No. of Pages
HUMANITIES		
PGDE	40 pp / 10,000 words	50 pp / 12,500 words
MA/MBA/MSc	60 pp / 15,000 words	100 pp / 25,000 words
MPhil	120 pp / 30,000 words	150 pp / 37,500 words
PhD	200 pp / 50,000 words	300 pp / 75,000 words
SCIENCES		
MSc	60 pp / 15,000 words	100 pp / 25,000 words
MPhil	120 pp / 30,000 words	150 pp / 37,500 words
PhD	200 pp / 50,000 words	300 pp / 75,000 words

4.3.3 **Bibliography/References and Appendices**
   a. The thesis must have the bibliography/references at the end and not after each chapter, except where the Departmental format deposited with the School of Graduate Studies requires otherwise.
   b. The arrangement of the list of references/bibliography and appendices must follow the format of the Graduate School guidelines unless the Departmental format requires an approved alternative ordering.
   c. The candidate may submit other recommended materials supporting his/her candidature, any printed contributions to the advancement of his/her subject, which he/she may have published independently or jointly, or any other supporting material. If a candidate presents material from joint work, he or she shall be required to state his or her contribution fully.

4.4 **Presentation Format**
   a. Two (2) typed or printed copies of the dissertation or thesis, using standard A4 paper, shall be submitted to the School of Graduate Studies through the Head of Department for examination.
   b. The typed thesis should be on only one side of the paper.
   c. Margins: When bound, all thesis margins should be 2.54 cm (1 inch).
   d. Font Type & Size: Theses should be typed in New Times Roman Font Size 12.
   e. Chapter headings should be in New Times Roman Font Size 14 Bold.
   f. Font sizes for indented citations, graphs, figures and tables should not be smaller than New Times Roman font size 10.
   g. Page Numbers: Page numbers should be centred at the bottom of the page throughout the thesis.
   h. The preliminary pages should be numbered with Roman numerals.
   i. Page numbering in Arabic numerals should run through the entire thesis.
   j. Footnote numbering should run through a thesis.
   k. Footnotes, NOT Endnotes, should be used in all theses.

4.5 **Binding**
4.5.1 **Examination Copy**
   a. A thesis submitted for examination should be bound in a soft manila card cover (green or light blue). The cover should bear the details of the Title Page of the thesis.
   b. For examination, a candidate must submit two (2) copies of his/her Master's degree thesis or dissertation and a soft version in PDF.

4.5.2 **Final Copy**
After the dissertation or thesis has been approved, it must be bound in standard form, Art vellum or cloth, with overcast edges uncut. Three (3) final hard copies and the PDF soft version of the thesis/dissertation that have been accepted for the award of a Master's or a Doctoral degree shall be distributed as follows:
*   One (1) hard copy and the PDF version shall be sent to the School of Graduate Studies to be kept by the School;

- The remaining two (2) copies shall be retained by the candidate's Head of Department, one of which shall be kept in the Departmental Library and the other given to the candidate.

4.5.3 Labelling of Final Copy

a. **Front Cover**

   The front cover of the final copy should be lettered boldly in gold (0.5.-1.25cm) with **the details of the Tile Page of the Thesis.**

b. **Spine**

   The spine of the thesis should be lettered boldly up back in gold (0.5 to 1.25cm) with the degree, date, and name before the Registrar publishes the Degree award.

c. **Binding Colour Scheme**

   The following colour scheme should be used in binding the dissertations/theses:

Degree	*Designation*	*Colour Scheme*
PGD	Project	Light Green Softbound Cover
MA/MSc degrees	Dissertation/Long Essay/	Green Hardbound Cover
MPhil	Thesis	Dark Green Hardbound Cover
PhD	Thesis	Dark Blue Hardbound Cover

d. **Soft Copy of Abstract**

   A soft copy of the abstract of the thesis should be submitted separately. It should contain the details of the thesis, the thesis title, the name of the candidate and the names of the supervisors

APPENDIX B

REGULATIONS ON UNIVERSITY EXAMINATIONS

Instructions to Candidates

1. It shall be the responsibility of the students to ensure that they are conversant with the regulations on University examinations.

2. The highest level of integrity is expected, and a lack of knowledge of these regulations and guidelines shall not be used as an excuse against sanctions.

3. The University reserves the right to hold examinations on any date and time except that due notice shall be issued and circulated for the guidance of candidates.

4. Examination Time-Table shall be prepared by the University Examinations Officer and made available to all Teaching Staff and students at least one (1) month before the start of examinations.

5. It shall be the duty of the candidate to consult the daily time-table (to be made available at least 24 hours before the examination) to ascertain the papers to be written each day and time and to make himself/herself available at the appointed place at least half an hour before the examination.

6. A candidate for a University Examination must have followed the approved course as a regular or week end/Sand width/evening student over the required period and must have registered for the examination.

7. Entry to the Examination shall be by registration in the course, which shall be duly endorsed by the Examiner and the Head(s) of Department and submitted to the Academic Affairs Division not later than eight (8) weeks after the commencement of the semester.

8. The Registrar shall publish a list of students eligible for course examinations through the Academic Affairs Division at least four weeks before the commencement of examinations.

9. A candidate shall not be admitted to a University Examination if: (i) S/he has not been registered for the course; (ii) The course of the Examination has merely been audited unless the course had been followed previously; (iii) S/he owes fees to the University/Hostel/Hall; (iv) S/he is under suspension or has been dismissed from the University; (v) S/he reports to the Examination hall half an hour after its commencement; (vi) S/he does not attain 75% attendance to lectures in the course.

10. The candidate shall be responsible for providing for himself/herself a pen, pencil, calculator and an eraser as needed.

11. Unless specified by the examiner, programmable calculators and cellular/mobiles are strictly prohibited.

12. An examination candidate shall not bring to the Examination Centre or the washroom of the Examination Centre or near the Examination Centre any book, paper, written information, Cellular/Mobile phones or other unauthorized material.

13. Candidates shall not deposit any such material at the entrance to the Examination Room, the washroom, or the examination centre's immediate vicinity.

14. For the avoidance of doubt, the immediate vicinity is the distance of 10 metres to the Examination Centre.

15. No student shall enter the Examination Room until s/he is invited or called and/or requested to enter the Examination Room.

16. A candidate shall uphold the highest civility and courtesy in an examination Centre/Room/Hall.

17. The Chief Invigilator will turn a candidate whose dressing is considered inappropriate from the examination hall/room.

18. The Invigilator may ask a candidate suspected of hiding unauthorized material on his/her person to submit to a body search. A refusal to submit to a body search is tantamount to misconduct.

19. It is also an offence to destroy evidence of unauthorized material.

20. An examination candidate shall, for the purpose of identification by the Chief Invigilator/Invigilator, carry on him/her valid student Identity Card and Fee Card/Verified (to be on good financial standing), which shall be placed on the examination table to enable the Invigilator to ascertain the identity and financial standing of the person writing the examination.

21. The Chief Invigilator shall reserve the right to refuse any candidate without a valid Identity Card and Fee Card/unverified fee payment entry to the Examination hall/room.

22. A candidate who tries to conceal his/her identity by willfully writing the wrong index number on the answer booklet as against the one signed on the Attendance Sheet commits an offence.

23. No communication between candidates is permitted in the examination hall.

24. In this respect: i. A candidate shall not pass or attempt to pass any information or instrument from one to another during an examination; ii. A candidate shall not copy or attempt to copy from another candidate or engage in any similar activity; iii. A candidate shall not disturb or distract any other candidate during an examination; iv. A candidate may seek the attention of the Invigilator by raising his or her hand.

25. Eating, smoking or drinking alcoholic and nonalcoholic beverages shall not be allowed in the Examination Room/Hall except water.

26. Candidates may leave the examination room temporarily, only with the expressed permission of the Chief Invigilator/Invigilator.

27. In such cases, the Chief Invigilator/Invigilator shall be required to satisfy himself or herself that a candidate does not carry any unauthorised material on his/her person.

28. A candidate allowed to temporarily leave the Examination Room/Hall shall be accompanied by an Invigilator or Examination Attendant designated by the Invigilator while the candidate is outside the examination room/hall.

29. A candidate who finishes an examination ahead of time may leave the Examination Room/Hall with the permission of the Invigilator but not earlier than THIRTY (30) minutes from the commencement of the examination or FIVE (5) minutes to the end of the examination after surrendering his/her answer booklets.

30. The candidate shall not be allowed to the Examination Room after s/he leaves.

31. At the end of each examination, candidates should ensure that they do not take away any answer books, whether used or unused, from the Examination Room/Hall.

32. Candidates should in no way interfere with the stapling in the answer booklets. Any complaints about the answer booklets should be brought to the attention of the Invigilator.

33. A candidate who fails to be present at an examination without satisfactory reason shall be awarded a grade X. The award of grade X in a required paper means failure in that paper.

34. The following shall not be accepted as reasons for being absent from any paper at a University Examination:

    a. misreading the timetable;

    b. forgetting the date or time of the examination;

    c. inability to locate the examination hall;

    d. inability to awaken oneself from sleep in time for the examination;

    e. failure to find transport.

f. **Examination Malpractices or Offences by Students**

    1. The following actions and omissions shall constitute examination malpractice/offence at CUCG:

    g. Writing examination without a student ID card and Fee card/Verified to be in good financial standing;

    h. Possession of unauthorized/foreign material related to the course;

    i. Communication during the examination;

j. Taking away any examination material from the examination room/hall (e.g. answer booklets, whether used or unused; graph sheets, formulae sheets, etc.).

k. Possession of cellular/mobile phones;

l. Possession of programmable calculators unless specified by the Examiner;

m. Exchange of or attempting to exchange examination-related materials/papers;

n. Plagiarism;

o. Disturbance and distraction during examinations;

p. Impersonation;

q. Refusal to comply with instructions in the Examination Room/Hall;

r. Physical/verbal assault on Chief Invigilators/Invigilators;

s. Showing gross disrespect to the Chief Invigilators/Invigilators/Examination Officers etc.

t. Leaving and coming back to Examination Room/Hall without permission;

u. Eating, smoking or drinking alcoholic and non-alcoholic beverages in the Examination Room/Hall;

v. Attempting to conceal his/her identity by willfully writing the wrong index number on the answer booklet as against the one signed on the Attendance Sheet;

w. A refusal by a candidate to submit himself or herself to a body search for suspicion of hiding unauthorized material;

x. Destruction of evidence of unauthorized material;

y. Borrowing of materials such as pen, pencil, calculator, eraser etc., in the Examination Room/Hall without permission;

z. Any other actions and omissions deemed by the Senate to compromise the integrity of University Examinations

2. All examination malpractices/offences shall be addressed following the procedure outlined in this policy.

36. **Procedures for Handling Examination Offences**

a. The Chief Invigilator or any Examiner shall report to the Registrar and the Pro President as soon as practicable any instance of a breach of Examination Regulations.

b. On the directive and advice of the President, the Registrar shall constitute an Examination Malpractice Committee to investigate all examination offences that have come to attention.

c. In respect of offences occurring outside the precincts of an Examination Room/Hall, the Dean shall cause an enquiry to be made into any report (s) that reach his/her office and submit his findings to the Registrar for consideration by the Senate.
d. The Senate shall consider the report of the Examination Malpractices Committee and approve or may vary the recommendations or sanctions if deemed appropriate.
e. The President shall cause the Registrar to refer any examination misconduct by staff to the appropriate Disciplinary Committee for further action.

37. **Sanctions for Students**
    1. A breach of any of the preceding regulations made for the conduct of the University Examination may attract one or more of the following sanctions:
       a. a reprimand;
       b. loss of marks;
       c. cancellation of paper (s) (in which case zero shall be substituted for the mark earned and the student awarded grade X);
       d. withholding of results for a period;
       e. withholding the award of a certificate;
       f. barred from a University Examination for a stated period;
       g. barred from a University Examination indefinitely;
       h. suspension from the University;
       i. expulsion from the University;
    2. A grade Z leading to failure in the entire semester's examination shall be awarded wherever it is established that a candidate had attempted to gain an unfair advantage in the entire examination. A special Disciplinary Committee will investigate all cases of examination malpractice and present a report to the Senate for the appropriate action.

APPENDIX C

CATALOGUE OF PROGRAMMES

The objective of graduate studies at the Catholic University of Ghana is to train and develop graduates of higher quality. The School of Graduate Studies (SGS) currently covers four faculties that offer graduate programmes. The graduate programmes include pastoral ministry and religious studies, business administration, education, and health. SGS also aims to equip postgraduate students with research skills. Moreover, the School encourages graduates to provide appropriate research initiatives and leadership in the industry, commerce and other agencies within the national economy. SGS offers the following graduate programmes:

1. Faculty of Economics and Business Administration
   - MBA Accounting
   - M.B.A. Finance
   - M.B.A. Marketing
   - MBA Human Resource Management
   - MSc in Accounting & Finance
   - M.Phil. Human Resource Management

2. Faculty of Education
   - Post-Graduate Diploma (PGD) in Education
   - M.Phil. Educational Psychology
   - M.Ed. Curriculum Studies
   - M.Phil. Curriculum Studies
   - M.Phil. Guidance & Counselling
   - M.Phil. Educational Administration and Management

3. Faculty of Health and Allied Sciences
   - Master of Public Health (MPH)
   - MPhil Public Health

4. Faculty of Religions & Social Sciences
   - M. A. Religious Studies and Pastoral Ministry

FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION

MBA Accounting Option

The MBA in Accounting is to work within businesses and develop in students valuable skills and knowledge that produce results and improve business. It is expected to produce graduates who will set standards for effective and efficient business leadership. This programme also allows weekend students to continue their current employment whilst engaging with brilliant business minds that will expose them to new possibilities, opportunities and perspectives. It will also stimulate them to imagine, innovate and inspire.

Admission Requirement
Applicants seeking admission to the Masters of Business Administration degree, Accounting Option, of the Catholic University of Ghana must have a Bachelor's degree with a good class or equivalent from a recognized institution. Applicants with professional qualifications such as ICAG, ACCA and CIMA can also apply for admission.

Additional Requirements
Applicants will be required to attend a pre-selection interview to determine their suitability for the programme. Applicants with a third class will be required to write an entrance examination and attend a pre-selection interview to determine their suitability for the programme.

Components of the Programme

a) Core Courses	b) Elective Courses	c) Research Component
MBAC501: Business Economics	MBAA601: Accounting Theory	MBAC508: Research Methods
MBAC503: Quantitative Methods for Business	MBAA603: Advanced Taxation	MBAC512: Seminar
MBAC507: Accounting for Managers	MBAA605: Governmental Accounting	MBAC609: Dissertation 1
MBAC511: Legal Environment of Business	MBAA607: Management Accounting	MBAC610: Dissertation II
MBAC502: Management Information Systems	MBAA602: Auditing and Assurance	
MBAC504: Managerial Finance	MBAA604: Corporate Reporting Strategy	
MBAC506: Marketing Management		

Programme Structure

Year One

First Semester

Course Code	Course Title	Credits
MBAC501	Business Economics	3
MBAC503	Quantitative Methods for Business	3
MBAC505	Human Resource Management	3

MBAC507	Accounting for Managers	3
MBAC509	Organisational Behaviour and Management	3
MBAC511	Legal Environment of Business	3
	Total	**18**

Second Semester

Course Code	Course Title	Credits
MBAC502	Management Information System	3
MBAC504	Managerial Finance	3
MBAC506	Marketing Management	3
MBAC508	Research Methods	3
MBAC510	Advanced Strategic Management	3
MBAC512	Seminar	3
	Total	**18**

Year Two

First Semester

Course Code	Course Title	Credits
MBAA601	Accounting Theory	3
MBAA603	Advanced Taxation	3
MBAA605	Governmental Accounting	3
MBAF607	Investment and Portfolio Management	3
MBAC601	Dissertation I	3
	Total	**15**

Second Semester

Course Code	Course Title	Credits
MBAA602	Auditing and Assurance	3
MBAA604	Corporate Reporting Strategy	3
MBAA606	Management Accounting	3
MBAF608	Project Finance	3
MBAC602	Dissertation II	3
	Total	**15**

COURSE DESCRIPTIONS

MBAC 501: Business Economics. This course is designed to provide students with the principles and tools of both micro and macroeconomics, with particular application to decision-making in business and the effects of policy on the broader economic environment in which business decisions must be made. Topics to be treated include demand and supply, production and cost, public finance, and economic indicators.

MBAC 503: Quantitative Methods for Business. This course provides the students with the concepts, methods and tools for applying logical and quantitative business decision-making and problem-solving. They get familiar with various software and other classical and contemporary resources related to decision-making and problem analysis. The course highlights the benefits and limits of quantitative analysis in a real-world context.

MBAC 505: Human Resource Management. This course is designed to provide students with a sound knowledge of the concepts, theories and best practices in human resource management that can be applied in solving human resource issues in contemporary organisations. Topics include human resource management, planning, job analysis, recruitment, selection and placement, training and development, welfare and industrial relations.

MBAC 507: Accounting for Managers. This course seeks to acquaint students with the fundamental principles of financial, cost and management accounting to enable students to prepare, analyse and interpret financial statements and take decisions using management accounting tools. Topics include basic financial accounting, interpretation of financial statements, costing principles, budgetary planning and control, break-even analysis, and decision-making accounting.

MBAC 509: Organizational Behaviour and Management
Course Objective: This course exposes students to an essential perspective of management theories and practices as the basis for studying other functional areas of management and provides the students with the conceptual framework and the theories underlying organisational behaviour. The course covers topics such as the role of management, decision-making and control, organisational behaviour and dynamics, motivations; leadership; team (group) dynamics; and conflict management.

MBAC 511: Legal Environment of Business. The course examines the formulation, interpretation and application of law to business. It incorporates studying ethical issues in contemporary business settings, including professional contracts, corporate social responsibility, and the Ghanaian legal systems. Emphasis is placed on the active, experiential application of legal reasoning and analysis and the global and comparative dimensions of legal and ethical issues.

MBAC 502: Management Information Systems (MIS). This course exposes students to the concepts, challenges and opportunities underpinning the use of Information Systems in achieving business objectives. It provides the students with the necessary knowledge of MIS in the organisation's framework and guides them in understanding how MIS can benefit their organisation. Topics include the concept and use of management information systems, ethical and social issues, business intelligence, and enterprise applications.

MBAC 504: Managerial Finance. This course aims to expose students to modern business financial operations. It considers bonds and stocks, asset returns and risk characteristics, analytical tools for estimating shareholder wealth, firms' financing of capital expenditure and investment, and shareholder dividends and payouts.

MBAC 506: Marketing Management. This course aims to let students understand the application of marketing theories, concepts, and practices relating to managing the marketing function in a complex organization. Emphasis will be on managing marketing plans, the relationship of the "marketing mix" to strategic planning, integrated marketing communication, new market offerings, global marketing, and marketing implementation.

MBAC 508: Advanced Strategic Management. The course aims at giving students an understanding of the theory and practice of strategic management as it has evolved. The course is focused on the information, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition and case studies/ analysis.

MBAC 510: Research Methods. This course is for graduate students planning to conduct Business research in different settings. The primary goal is to assist students in preparing their master's Dissertation proposals and careers in research and consultancy. Topics include the nature of business research, scientific thinking, basic epistemological and ontological concepts, and quantitative and qualitative techniques.

MBAC512: Seminar. The course is designed to help students understand business issues and research in applied quantitative analysis focused on multivariate data analysis for business. Topics include business research, data analysis, applied approach to multivariate data analysis and linear statistical models. These techniques will help students to appreciate the conceptual unity underlying all forms of regression and analysis of variance designs.

MBAA601: Accounting Theory. This course examines the broader implications of financial accounting theory within the global economy. Topics include an introduction to financial accounting theory, the financial reporting environment, theories of regulation of financial reporting, financial accounting practices and their harmonisation, normative theories of accounting, unregulated corporate reporting decisions and critical accounting theories.

MBAA603: Advanced Taxation. The course develops students' ability to demonstrate in-depth knowledge of the concepts and principles of taxation. Also, it interprets and applies laws and procedures about direct and indirect taxes in Ghana, deals with international taxation issues, develops proposals, advises taxation issues for business startups, deals with corporate business transformations, individuals and bodies of persons, and adopts best practices and professional standards with clients.

MBAA605: Governmental Accounting. The course builds on public sector accounting to equip students with knowledge of the accounting cycle in the public sector, cash management and standard charts of accounts, and the policy framework for expenditure management in the public sector. Topics include the government accounting system, the institutional framework for public sector accounting, financial condition and fiscal sustainability, standard accounting chart, cash management, revenue and receipts, and budgetary and budgeting control procedures.

MBAF607: Investment and Portfolio Management. This course applies modern theoretical knowledge and strategies in the capital market to investment and portfolio management. It provides students with in-depth knowledge of investment and portfolio management. Topics include measurement of expected risk and returns of the portfolio,

alternative measures of risk, portfolio construction, analysis, and evaluation, Capital Asset Pricing Model, capital market theory, security market line and capital market line, zero beta model, multifactor models and risk estimation.

MBAC609: Dissertation I. This course is designed to assist students in applying the knowledge acquired in Research Methods. Students submit their research topics and get their respective supervisors based on the topics. The students then develop and present their research proposals for input from the faculty for them to be approved. Once the proposals are approved, the students are given the green light to continue with the actual dissertation by presenting the work chapter by chapter for assessment to the supervisor.

MBAA602: Auditing and Assurance. This course is designed to demonstrate significant stages of the audit process and procedures, illustrate audit reports, learn contractual requirements relating to the audit, and understand the auditor's responsibilities, the audit function, process and legislation. Topics include the concept of auditing legal and professional; audit and assurance engagements; reporting on audit and assurance engagements; audit of financial statements; performance of audit; auditing under a computerised environment; sundry and specialized audit; forensic audits money laundering; professional ethics; and accounting failures (e.g. the case of Enron, Worldcom etc.).

MBAA604: Corporate Reporting Strategy. This course aims at providing students with knowledge of the financial reporting standards and the necessary skills for their application, as well as the reporting requirements of the International Accounting Standards Board. Topics include the International Accounting Standard Board's (IASB's) Regulatory Framework, International Accounting standards with particular reference to IAS 2 (Inventory), IAS 7, 8, 10, 16, 23, 36, 37, 38, 40, IFRS 15 (Revenue from Contracts with Customers), Consolidated Financial Statements**,** Company Reorganization and Restructuring, Financial Statement Analysis and Prediction of Failure, Share and Business Valuation.

MBAA606: Management Accounting. The course builds on the foundation laid in management accounting and accounting for managers to expose students to the management accounting practices that can be strategically applied across the various functions of a business organisation to improve organizational performance and enhance management decision-making and control. Topics include tools used in cost management, reporting a profit for management analysis, cost volume profit analysis for optimal managerial decisions, relevant information for short-run managerial decisions, and tools for cost control decisions.

MBAF608: Project Finance. The purpose of the course is to enable students to understand what project finance is, why it is used, and how it is used. It aims to expose students to various tools, methods and techniques of project financing and budgeting. Topics include the type of projects, project cycle, project management, project appraisal, the overview and fundamentals of project finance, structure and participants of project finance, risks in

project finance and their management, financial modelling for project finance, means of financing projects, modern project financing framework, conventional project financing integrated project finance, effective management of project finance, project monitoring and evaluation techniques.

MBAC602: Dissertation II. This course seeks to develop students' appreciation of research methodology techniques and approaches relevant to the individual student. This course is a continuation of the Dissertation I designed to assist students in completing their projects started in the first semester of year two. Under the guidance of a supervisor, the student will undertake a research project and present a written report that two internal assessors will assess.

MBA (Human Resource Management Option)

The MBA in Human Resource Management provides students with a thorough grounding in HRM by integrating the functional areas through strategic HRM. Business skills of leadership, communication, teamwork and decision-making are acquired through interaction with industry players during regular seminar sessions. The goal is to train ethically and socially responsible students and make business decisions to establish widespread links with industry to enable students to benefit from the expertise of the captains of industry in Ghana and beyond.

Students Admission Requirement
Applicants seeking admission to the Master of Business Administration programme in Human Resource Management must have a "good" bachelor's degree or equivalent from a recognized university. Applicants with professional qualifications such as ICA Ghana, ACCA, IHRMP Ghana, etc., and a final level with relevant working experience can also apply for the programme.

Additional requirements: Applicants will be required to attend a pre-selection interview to determine their suitability for the programme.

Components of the Programme

a) Core Courses	b) Elective Courses	c) Mandatory Courses	d) Research Component
MBAC501: Business Economics	MBAH603: Human Resource Planning & Development	MBA505: Human Resource Management	MBAC508: Research Methods
MBAC503: Quantitative Methods for Business	MBAH605: Rewards & Compensation Management	MBAC509: Organizational Behaviour and Management	MBAC512: Seminar
MBAC507: Accounting for Managers	MBAH607: Leadership in Organisation	MBAC508: Advanced Strategic Management	MBAC609: Dissertation 1
MBAC511:	MBAH604:	MBAH601:	MBAC610:

Legal Environment of Business	Organisational Health and Safety	Industrial Relations & Labour Law	Dissertation II
MBAC502: Management Information Systems	MBAH608: Performance Management	MBAH602: Strategic Human Resource Management	
MBAC504: Managerial Finance		MBAH606: Change and Organizational Development	
MBAC506: Marketing Management			

Programme Structure: Human Resource Management
Year One
First Semester

Course Code	Course Title	Credits
MBAC 501	Business Economics	3
MBAC 503	Quantitative Methods for Business	3
MBAC 505	Human Resource Management	3
MBAC 507	Accounting for Managers	3
MBAC 509	Organizational Behaviour and Management	3
MBAC 511	Legal Environment of Business	3
	Total	**18**

Table 2 **Second Semester**

Course Code	Course Title	Credits
MBAC 502	Management Information Systems	3
MBAC 504	Managerial Finance	3
MBAC 506	Marketing Management	3
MBAC 508	Research Methods	3
MBAC 510	Advanced Strategic Management	3
MBAC 512	Seminar	3
	Total	**18**

Year Two
First Semester

Course Code	Course Title	Credits
MBAH 601	Industrial Relations & Labour Law	3
MBAH 603	Human Resource Planning & Development	3
MBAH 605	Rewards & Compensation Management	3
MBAH 607	Leadership in Organisation	3
MBAC 609	Dissertation I	3
	Total	**15**

Second Semester

Course Code	Course Title	Credits
MBAH 602	Strategic Human Resource Management	3

MBAH 604	Organisational Health and Safety	3
MBAH 606	Change and Organizational Development	3
MBAH 608	Performance Management	3
MBAC 610	Dissertation II	3
	Total	**15**

COURSE DESCRIPTIONS

MBAC 501: Business Economics. This course provides students with the principles and tools of both micro and macroeconomics, with particular application to business decision-making and the effects of policy on the broader economic environment in which business decisions must be made. Topics include demand and supply, production and cost analyses, public finance, and economic indicators.

MBAC 503: Quantitative Methods for Business. This course provides students with concepts, methods and tools for applying logical and quantitative business decision-making and problem-solving. It also familiarizes the students with various software and other classical and contemporary resources related to decision-making and problem analysis. The course highlights the benefits and limits of quantitative analysis in a real-world context.

MBAC 505: Human Resource Management. This course is designed to provide students with a sound knowledge of the concepts, theories and best practices in human resource management that can be applied in solving human resource issues in contemporary organisations. Topics include human resource management, planning, job analysis, recruitment, selection and placement, employee work motivation and promotion, performance appraisal, and welfare and industrial relations.

MBAC 507: Accounting for Managers. This course acquaints students with the fundamental principles of financial, cost and management accounting to prepare, analyse and interpret financial statements and take decisions using management accounting tools. Topics are Basic financial accounting, financial statements, interpretation of financial statements, costing principles, budgetary planning and control, break-even analysis and accounting for decision-making.

MBAC 509: Organizational Behaviour and Management. This course exposes students to fundamental management theories and practices for studying other functional areas of management and provides the students with the conceptual framework and the theories underlying organisational behaviour. The course covers the role of management, decision-making and control, concepts of organisational behaviour, team (group) dynamics, decision-making, conflict management, negotiation, power and change in organizations, leadership and organizational culture and climate and communication.

MBAC 511: Legal Environment of Business. The course examines the formulation, interpretation and application of law to business. Also, it incorporates the study of ethical issues that arise in contemporary business settings, including professional contracts, corporate social responsibility, and the Ghanaian legal systems. The course covers

significant areas of legal regulation to which businesses are subject. Emphasis is placed on the active, experiential application of legal reasoning and analysis and the global and comparative dimensions of legal and ethical issues.

MBAC 502: Management Information Systems (MIS). This course provides students with the necessary knowledge of MIS in the organisation's framework and guides them in understanding how MIS can benefit their organisation. MIS supports the more significant need for valuable decision-making in any business and provides accurate and timely information to take quick decisions and plan for future courses of action in a business. Topics include the concept of MIS, how businesses use information systems, information systems and strategy, ethical and social issues, business intelligence, databases and information management and building information systems.

MBAC 504: Managerial Finance. This course exposes students to the world of modern finance, especially business financial operations using a wide range of analytical tools. They will also develop a good understanding of how firms finance their capital expenditure on their investment and the levels of dividends and other payouts for their shareholders. Topics include the time value of money, asset valuation, risk and return paradigm, cost of capital, capital budgeting, financing, payout decisions, and basic derivatives and corporate governance concepts.

MBAC 506: Marketing Management. This course aims to let students understand the application of marketing theories, concepts, and practices related to managing the marketing function in a complex organization. Emphasis will be on the managerial aspects of marketing plans, the relationship of the "marketing mix" to strategic planning, and the external environment analysis. Topics include marketing in the 21st Century, developing marketing strategies, marketing research, creating customer value, consumer markets, organization markets, target marketing, brand positioning, integrated marketing communication, new market offerings, global marketing, and marketing implementation.

MBAC 508: Advanced Strategic Management. The course aims to make students understand the theory and practice of strategic management as it has evolved. It focuses on the role of general management and the structures and processes through which these responsibilities are discharged. Topics include foundations of strategic management, strategic management processes such as strategy formulation, implementation and evaluation, SWOT/C analysis, and case studies/analysis.

MBAC 510: Research Methods. This course focuses on Business research in different settings and assists students in preparing their Dissertation proposals and careers in research and consultancy. Topics include the nature of business research and scientific thinking, basic epistemological and ontological concepts related to intellectual enquiry and complementary quantitative and qualitative techniques. The emphasis is on the logic of the research process and its constituent elements.

MBAC512: Seminar. The course helps students understand further business issues and research in the applied quantitative analysis focused on multivariate data analysis for business. Topics include the concept of business research, data analysis, applied approach to multivariate data analysis and linear statistical models. By developing these techniques, the student is led to appreciate the conceptual unity underlying all forms of regression and analysis of variance designs using matrix algebra to formulate various models.

MBAH 601: Industrial Relations and Labour Law. This course develops students' understanding of the interaction pattern among labour, management and the state, builds awareness of critical issues in industrial relations, and imparts knowledge of the contents of the labour laws to the stakeholders. Topics include fundamental theories and concepts of industrial relations, parties in industrial relations, organisational discipline, grievance handling, collective bargaining and negotiation, organisational power and employee relations, employment law, unfair labour practices, social security legislation, and the Labour law of Ghana.

MBAH 603: Human Resource Planning and Development. The course has two purposes: (a) to develop students' understanding of the techniques for analyzing the requirements and the availability of employees throughout the organization and the application of principles related to the demand and supply of labour in organisations; (b) to develop students' understanding of the importance of human resource development in achieving business objectives and delivery targets. Topics include fundamental concepts of HR planning, human resource inventory, demand and supply forecasting, factors affecting HRP and the process of human resource planning.

MBAH 605: Rewards & Compensation Management. The course helps students understand the various dimensions of Compensation Management, learn how such systems operate to attract, retain and motivate a competent workforce and become familiar with the role of various bodies in Compensation Management. Topics include theories and models relevant to employee compensation; job description, analysis and evaluation systems; equity issues and requirements; design and use of wage and salary surveys; performance, merit and incentive pay systems; statutory and non-statutory employee benefits packages and systems; and administration of compensation systems.

MBAH 607: Strategic Leadership in Organisations. The course exposes students to the characteristics and skills that allow leaders to contribute positively to their organizations, using case analyses and discussions in organizational leadership. Topics include the nature of leadership, perspective on effective leadership behaviour, participative leadership, delegation, empowerment, power and influence, managerial trait and skills, theories on leadership contingency, charismatic and transformational leadership, leadership skills and ethical leadership and diversity.

MBAC 601: Dissertation I. This course assists students in applying the knowledge acquired in Research Methods to prepare for independent research. Students submit their research topics; they are assigned their respective supervisors based on their topics. The

students then develop and present their research proposals for input from the faculty for them to be approved. Once the proposals are approved, the students are given the green light to continue with the actual dissertation by presenting the work chapter by chapter for assessment to the supervisor.

MBAH602: Strategic Human Resource Management. This course will increase students' understanding of strategic aspects of human resource management and its role in achieving a competitive advantage in a dynamic, global environment, organizational business priorities and HR contribution to broader corporate objectives. Topics include strategic adaptability, managerial discretion, and the determinants of HR systems; strategic HR functions; staffing, training, remuneration, etc.; Internal and external fit in SHRM systems; Strategic renewal; Downsizing, mergers and acquisitions, and restructuring.

MBAH 604: Organisational Health and Safety Management. The course assists students in understanding health, safety and welfare management in organisations and conducting risk assessments and health safety audits and inspections. Topics include health and safety best practices and applying health and safety principles to a productive work environment; concept, evolution and theories of organisational health and safety; injury and illness compensation; safety risks, security risks, workplace violence, health and safety practices, emergency response plan, and issues related to substance, abuse welfare service.

MBAH 606: Change and Organizational Development. The course helps students understand change and organizational development processes in the workplace and improve their self-confidence to use change management tools and models to design appropriate change plans. Topics include understanding theories and methods associated with organizational change and development in contemporary organizations, the perspective of self and others, the process for changing an organization and different analytical methods associated with assessing, planning, managing and measuring change, and legal and regulatory issues associated with change, etc.

MBAH 608: Performance Management. This course will equip students to understand performance management as a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the organisation's strategic goals. Topics include performance management and reward systems in context, performance management process, performance management and strategic planning, defining performance and choosing a measurement approach, measuring results and behaviours, gathering performance information, implementing a performance management system, performance management and employee development, performance management skills, reward systems and legal issues and managing team performance.

MBAC 602: Dissertation II. This course seeks to develop students' appreciation of research methodology concerning techniques and approaches relevant to the individual student. This course is a continuation of the Dissertation I designed to assist students in completing their projects started in the first semester of year two. Under the guidance of a

supervisor, the student will undertake a research project and present a written report that two internal assessors will assess.

MBA (Marketing Option)

The MBA in Marketing provides students with a firm grounding in Marketing by integrating the functional areas of Marketing through the application of Strategic Marketing. Besides business skills, leadership and communication skills, teamwork and decision-making skills are also acquired through interaction with industry players during regular seminar sessions. The programme establishes industry linkages and trains students to become ethically, morally, and socially responsible business decision-makers.

Students Admission Requirement
Applicants for the Master of Business Administration programme in Marketing must have a "good" bachelor's degree or equivalent from a recognized university or institution. Applicants with professional qualifications such as ICA Ghana, ACCA, IHRMP Ghana, CIM (UK or Ghana), and a final level with relevant working experience can also apply for the programme.

Additional requirements: Applicants will be required to attend a pre-selection interview to determine their suitability for the programme.

Components of the Programme

e) Core Courses	f) Elective Courses	g) Mandatory Courses	h) Research Component
MBAC501: Business Economics	MBAM605: Service Marketing	MBA505: Human Resource Management	MBAC508: Research Methods
MBAC503: Quantitative Methods for Business	MBAM608: Social Marketing	MBAC509: Organizational Behaviour and Management	MBAC512: Seminar
MBAC507: Accounting for Managers	MBAM602: Integrated Marketing Communication	MBAC508: Advanced Strategic Management	MBAC609: Dissertation 1
MBAC511: Legal Environment of Business	MBAM606: Relationship Marketing	MBAM601: International Marketing	MBAC610: Dissertation II
MBAC502: Management Information Systems		MBAM603: Marketing Research	
MBAC504: Managerial Finance		MBAM602: E-Business	
MBAC506: Marketing Management		MBAM607: Brands Management	

PROGRAMME STRUCTURE

Year One

First Semester

Course Code	Course Title	Credits
MBAC 501	Business Economics	3
MBAC 503	Quantitative Methods for Business	3
MBAC 505	Human Resource Management	3
MBAC 507	Accounting for Managers	3
MBAC 509	Organizational Behaviour and Management	3
MBAC 511	Legal Environment of Business	3
	Total	**18**

Second Semester

Course Code	Course Title	Credits
MBAC 502	Management Information Systems	3
MBAC 504	Managerial Finance	3
MBAC 506	Marketing Management	3
MBAC 508	Research Methods	3
MBAC 510	Advanced Strategic Management	3
MBAC 512	Seminar	3
	Total	**18**

Year Two

First Semester

Course Code	Course Title	Credits
MBAM 601	International Marketing	3
MBAM 603	Marketing Research	3
MBAM 605	Service Marketing	3
MBAM 607	Brands Management	3
MBAC 609	Dissertation I	3
	Total	**15**
	ELECTIVES	
MBAM609	Public Sector Marketing	
MBAM611	Tourism Marketing	

Second Semester

Course Code	Course Title	Credits
MBAC 602	Integrated Marketing Communication	3
MBAM 604	E-Business	3
MBAM 606	Relationship Marketing	3
MBAM 608	Social Marketing	3
MBAC 610	Dissertation II	3
	Total	**15**
	ELECTIVES	
MBAM610	Political Marketing	
MBAM612	Sports Marketing	

COURSE DESCRIPTIONS

For course descriptions of Year One, Semesters One and Two, see MBAC 501, 503, 505, 507, 509, 511 / MBAC 502, 504, 506, 508, 510, 512 in **MBA Accounting Option** above.

MBAM 601: International Marketing. This course gives students concepts and principles of the global business environment and a fundamental understanding of how cultural differences influence how we develop market research, manage distribution channels, establish price policies or design products, and communicate sales strategies. Topics include: an overview of the marketing opportunity and challenge in a global environment, the global economy, political, economic, social and regulatory climate, culture and global marketing, global competitors, global market, research target market identification and global market decision-making, creating your perspective as a global marketer, global marketing strategy, global strategies for products, services, brands, social marketing, pricing for global markets, global distribution strategy global promotion strategies, global campaigns and media strategy, trends in global marketing, what is the future for global marketers.

MBAM 603: Marketing Research. Marketing research aims to provide decision-makers with helpful consumer and customer information to reduce uncertainty about alternative courses of business activities and aid in marketing management decision-making and planning. Topics are an introduction to marketing research and the research process, problem definition and research design, secondary data sources, qualitative and quantitative methods, descriptive and causal research design, online marketing research, questionnaire design, measurement and scaling, sampling, data analysis, data collection and preparation; report preparation and presentation.

MBAM 605: Services Marketing. This course focuses on the distinctive characteristics and problems of marketing in service organisations and for any organisation developing and marketing services as part of its business portfolio. It demonstrates why and how services require a distinctive approach to marketing strategy - both in its development and execution. It also examines cases from commercial and not-for-profit organisations, including banking, transportation, hotels, tourism, hospitals, education and professional services such as accountancy, engineering, and management consultancy.

MBAM 607: Brand Management. This course gives students an in-depth understanding of developing and managing products and brands. Topics include: the importance of new product development; an overview of the essential processes in new product development from idea generation to commercialization; insight generation and creativity; project and portfolio management principles; thinking in innovation; principal issues of brand management and models to explain brand equity; factors that constitute brand equity and measurements of brand equity; managing brand equity; special issues of branding such as no name brands, fakes, branding of services; developing an integrated brand management strategy, etc.

MBAC 609: Dissertation I
For this course description, see MBAC 609 in MBA Accounting Option above.

MBAM 602: Integrated Marketing Communication. This course develops students' understanding of the role of communications in the marketing mix, the principle and basic concept of the marketing communication process in a streamlined, integrated marketing strategy and an understanding of integrated marketing communications (IMC) and its influences on other marketing functions and promotional activities. Topics include: the different types of promotional tools, media and methodologies of the integrated marketing communication process, media implementation & IMC Tools, media planning for IMC campaigns, how an IMC agency works, social media etc., and an analytical approach to the study of marketing communications.

MBAM 804: E-Business. Students are introduced to the hands-on training on developing e-business applications and websites using the market software packages, web authoring and development tools. Topics include: The social infrastructure for e-business; e-business planning; e-business strategy; e-business management; e-business development; e-business evaluation, the technical infrastructure for e-business; overview access devices and channels; electronic delivery of goods and services; the web; front-end and backend computing infrastructure; communication protocols; network and data security; authentication; encryption; digital payments, and digital money; e-business system design and development; web pages design; web database design; client-side and server-side programming; systems integration; e-business environments; the economic environment; the social environment; the political environment; the ethical environment for e-business

MBAM 606: Relationship Marketing. This course aims to build on the principle that the customer is at the centre of the firm's activity and that by delivering superior value and building long-term relationships, the firm will be competitive and generate sales and profits. The course approaches building customer value and relationships from three critical perspectives: the customer using key marketing concepts such as satisfaction, loyalty, and retention and the strategies used to build these; implementing customer relationship management from the organizational perspective across all functional areas, with particular emphasis on sales and marketing; the importance of data management as a foundation of customer relationship management and marketing insight and the importance of evaluative tools to measure the progress of a customer relationship programme.

MBAM 808: Social Marketing. This course introduces social marketing as the application of marketing concepts and other social change techniques to achieve individual behaviour changes and societal structural changes. Also, it explores the influence of marketing tactics and how to create strategies that can change public opinion and generate new thinking and action. Students will also be exposed to social marketing theories and benchmarks for identifying genuine social marketing interventions. Topics include an introduction to social marketing, social marketing and social change; social marketing's fit with marketing; social marketing and the environment; advocacy and environmental change; principles of communication and persuasion; attitude and behaviour change; research and evaluation; ethical issues; the competition; segmentation and targeting; the marketing mix; planning and developing campaigns; writing a social marketing plan; media in social marketing; using sponsorships in social marketing.

MBAC 610: Dissertation II

For this course description, see MBAC 610 in MBA Accounting Option above.

MPHIL - Human Resource Management

The MPhil in Human Resource Management (MPhil HRM) helps students understand the theories and practices of Human Resource Management (HRM) from a strategic and operational perspective and enables them to make critical contributions to the overall success of their organisations. The programme provides students with a firm grounding in HRM by integrating the functional areas through applying strategic HRM with a research base. Besides business research skills, leadership, communication, teamwork and decision-making are acquired through interaction with industry players during regular seminar sessions.

Admission Requirement

Applicants seeking admission to the MPhil in Human Resource Management programme must have a "good" bachelor's degree (second class honours) from any recognized university or its equivalent from a recognized institution.

Additional Requirements:
- Applicants will be required to attend a pre-selection interview to determine their suitability for the programme
- They will also be required to provide transcripts of their academic record and certificates
- Applicants must submit a pre-proposal of 2-3 pages on the intended study area, including references
- They will also be required to satisfy any additional requirements prescribed by the School of Graduate Studies (SGS)

Additional Requirements for Applicants with MBA/MSc in HRM

Applicants seeking admission to the Master of Philosophy in Human Resource Management must have a suitable MBA/MSc in Human Resource Management from a recognized university. He/She must have the following:

      (a) Completed all the required courses at the MBA level
      (b) Obtained a CGPA of 2.0 or better in the coursework
      (c) In addition, applicants will audit all the relevant courses in the programme.

Components of the Programme

a) Core Course	b) Elective Course	c) Mandatory Courses	d) Research Component
MPHR 501: Industrial Relations & Labour Law	MPHR 511: Strategic Leadership in Organisation	MPHR 505: Human Resource Management	MPHIL507: Research Methods
MPHIL503: Quantitative Methods for Business	MPHR 502: Human Resource Planning and Development	MPHR 509: Organizational Behaviour and Management	MPHIL603: Seminar
MPHR510: Change and Organizational Development	MPHR 504: Performance & Compensation Management	MHR 602: Strategic Human Resource Management	MPHIL 605: Thesis I
MPHR 601: Advanced Academic Writing	MPHR 508: Organisational Health and Safety		MPHIL 606: Thesis II
	MPHR 512: International Human Resource Management		

d. Internship/Industrial Attachments Programme

Students who are not employed are placed in various organizations to learn practically from the work environment and observe or conduct a study to identify the deviation from theoretical knowledge in practical application. The programme is conducted for eight (8) weeks during the summer period. In addition to the supervisors' reports, students submit individual reports to the faculty, even though the internship/attachment programme is non-scoring.

PROGRAMME STRUCTURE

Year one

First Semester

Course Code	Course Title	Credits
MPHR 501	Industrial Relations and Labour Law	3
MPHIL 503	Quantitative Methods for Business	3
MPHR 505	Human Resource Management	3
MPHIL 507	Research Methods in Business	3
MPHR 509	Organisational Behaviour and Management	3
MPHR511	Strategic Leadership in Organisation	3
	Total	**18**

Second Semester

Course Code	Course Title	Credits
MPHR 502	Human Resource Planning & Development	3
MPHR 504	Performance & Compensation Management	3
MPHR 506	Strategic Human Resource Management	3
MPHR 508	Organisational Health, Safety and Employees' Welfare	3
MPHR 510	Change and Organizational Development	3
MPHR512	International Human Resource Management	3
	Total	**18**

Year two

First Semester

Course Code	Course Title	Credits
MPHIL 601	Advanced Academic Writing	3
MPHIL 603	Seminar I	3
MPHIL 605	Thesis I	3
	Total	**9**

Second Semester

Course Code	Course Title	Credits
MPHIL 602	Seminar II	3
MPHIL 606	Thesis II	3
	Total	**6**

COURSE DESCRIPTIONS

MPHR 501: Industrial Relations and Labour Law. This course develops students' understanding of the interaction pattern among labour, management and the state, builds awareness of critical issues in industrial relations, and imparts knowledge of the contents of the labour laws to the stakeholders. Topics include fundamental theories and concepts of industrial relations, parties in industrial relations, organisational discipline, grievance handling, collective bargaining and negotiation, organisational power, justice, culture and employee relations, employment law, unfair labour practices and unfair dismissals, social security legislation, development of collective labour law, the purpose and objectives of the Labour Act, freedom of association, and organization rights in the context of the law of Ghana.

MPHIL 503: Quantitative Methods for Business. This course provides the student with the concepts, methods and tools for applying logical and quantitative business decision-making and problem-solving. It familiarizes the student with a wide range of software and other classical and contemporary resources related to decision-making and problem analysis, including basics of logic and decision-making, principles of optimization, probabilistic distributions, linear programming, simplex, queuing and transportation problems, break-even analysis, inventory management, forecasting and simulation.

MPHR 505: Human Resource Management. This course provides students with a sound knowledge of the concepts, theories and best practices in human resource management that

can be applied in solving human resource issues in contemporary organisations. Topics include the human resource management concept, human resource planning, job analysis, recruitment, selection and placement, training and development, employee work motivation and promotion, performance appraisal, compensation management, health, safety and welfare and industrial relations.

MPHIL 507: Research Methods. This course is intended for graduate students planning to conduct Business research in various settings. Topics involve the nature of business research and scientific thinking, the basic epistemological and ontological concepts related to intellectual enquiry, the complement of quantitative and qualitative techniques, ethical issues in Business Research, reviewing the literature and making methodological choices, and planning and designing research and data analysis, and presenting results.

MPHR 509: Organizational Behaviour and Management. This course exposes students to a fundamental perspective of organisational behaviour management theories and practices. The topics include the nature of leadership, perspective on effective leadership behaviour, participative leadership, delegation, empowerment, power and influence, managerial trait and skills, theories on leadership contingency, charismatic and transformational leadership, impression management, leading change in organizations, leadership in teams and decision groups, team building, developing leadership skills and ethical leadership and diversity.

MPHR 502: Human Resource Planning and Development. The course has two purposes: (a) to develop students' understanding of the techniques for analyzing the requirements and the availability of employees throughout the organization and the application of principles related to the demand and supply of labour in organisations; (b) to develop students' understanding of the importance of human resource development in achieving business objectives and delivery targets. Topics include fundamental concepts of HR planning, human resource inventory, demand and supply forecasting, factors affecting HR and the process of human resource planning, designing and developing HRD programmes, and talent management.

MPHR 504: Performance & Compensation Management. This course equips students to understand performance management as a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the organisation's strategic goals. Topics include performance management and reward systems in context, performance management process, performance management and strategic planning, defining performance and choosing a measurement approach, measuring results and behaviours, gathering performance information, implementing a performance management system, performance management and employee development, performance management skills, theories and models relevant to employee compensation, reward systems and legal issues, and managing team performance.

MPHR506: Strategic Human Resource Management. The course increases students' understanding of strategic aspects of human resource management and its role in achieving a competitive advantage in a dynamic, global environment. Topics include strategic adaptability, managerial discretion, and the determinants of HR systems; strategic HR

functions; staffing, training, and remuneration; managing SHRM in a complex and uncertain organizational, social and economic context; managing employment and other human resourcing relationships; organizations, strategies and human resourcing; building SHRM capabilities; SHRM programme evaluation; perspectives of HRM at the strategic, operational and functional levels of the organization; internal and external fit in SHRM systems; strategic renewal; downsizing, mergers and acquisitions, and restructuring.

MPHR 508: Organisational Health, Safety and Employees' Welfare. The course will assist students in gaining a comprehensive understanding of health, safety and welfare management in organisations. Topics include organisational health and safety, the evolution of the health and safety movement, theories on prevention programmes to promote occupational health and safety, workplace accidents, hazards, accidents and their effects on organisations, injury and illness compensation, safety risks, security risks, workplace violence, health and safety best practices, emergency response plan, welfare and issues related to substance abuse.

MPHR 510: Change and Organizational Development. The course aims to help students understand change and organizational development processes in the workplace and improve their self-confidence to use change management tools and models to design appropriate change plans for their workplace. Topics include understanding theories and methods associated with organizational change and development in contemporary organizations, the perspective of self and others, the process for changing an organization and different analytical methods associated with assessing, planning, managing and measuring change, organizational intervention to improve the individual, team and organizational performance, the legal and regulatory issues associated with change.

MPHR 512: International Human Resource Management. This course provides students with knowledge and understanding of IHRM and the ability and skills to analyse IHRM in contemporary firms. It helps students to examine the influence of national institutions and culture on the choice and effectiveness of HRM practices and the role of HRM policies and practices in achieving desired employee and organisational outcomes. Topics include the concept of International HRM, strategic and organizational perspectives on IHRM, issues in International HRM, international organisational models, convergence and divergence, cultural diversity, international HR policy and managing expatriates, international assignments and employment practices, and ethical matters related to IHRM.

MPHL 601: Advanced Academic Writing. The course is designed to help graduate students with their academic writing. Students will learn skills in critique, synthesis, and analysis, which deal with developing a research paper for possible publication. Topics focus on the central role of rhetorical positioning (audience, story, purpose, organization, style, flow, presentation) in developing a clear, engaging, and rigorous scientific research paper; construction of logical arguments through a sequence from "summary, paraphrase, and question" to "critical reading, and critique" to "explanatory synthesis" and "argument synthesis" to "analysis", the reporting and interpretation of data, and other essential concepts including reader-oriented writing, genre, precision, tone, and strategies helpful in

redrafting and editing; writing a letter of recommendations, academic CV, research articles, review of articles and research proposal writing for grants.

MPHL 603: Seminar I. In this course, students will focus on more complex problems in applied quantitative and econometric analysis, particularly multivariate data analysis for business. It provides an integrated and in-depth approach to multivariate data analysis and linear statistical models, especially in cases of the General Linear Model, to appreciate the conceptual unity underlying all forms of regression and analysis of variance designs. This unification of these seemingly different forms of analysis is achieved using matrix algebra to formulate various models. Topics include: Statistical Inference, Regression Analysis, Univariate and Multivariate ANOVA and ANCOVA, Discriminant Analysis, Canonical Correlation Analysis, Principal Components and Factor Analysis, Cluster Analysis, and Multidimensional and Logistic Regression.
Prerequisites: A good understanding of SPSS/STATA for windows and statistical procedures such as t-tests, correlation, ANOVA, two-way ANOVA, and multiple regression.

EDU 536: Curriculum Studies in Accounting/Management. The focus of this course is to expose students to some aspects of the Accounting/Management curriculum as structured in the Senior High schools in Ghana and the English West Africa sub-region to help students understand some of the core topics. The purpose of the course is to help students to familiarize themselves with what they would be expected to teach and how to prepare a scheme of work and lesson notes. The course covers (a) the concept of "curriculum," (b) formulation of instructional objectives, (c) curriculum development, (d) curriculum implementation, and (e) curriculum evaluation; f) the principal functions of Accounting/Management studies in the secondary school curriculum.

EDU 537: Assessment in Accounting. The course primarily focuses on the importance of assessment in the teaching and learning of Accounting. It deals with the nature of assessment, construction of tests and interpretation of test scores. It also covers types of tests, validity and reliability of test scores and marking schemes. By the end of the course, students are expected to be able to explain the principles of assessment, types of tests and interpretation of test scores; demonstrate competence in test construction and preparation of marking schemes.

EDU 523 Organization and Classroom Management. This course introduces students to school and classroom organization, the dynamics of student-teacher interaction and a good teacher's personal and professional qualities that contribute to that dynamic. This course will also consider learner-learner interaction and how this type of interaction contributes to collaborative learning and peer group tutoring. Stress will be given to the importance of keeping and maintaining school records and students, assessing their performance, and maintaining discipline in the school, especially in the classroom. At the end of the course, it is expected that students will have acquired a basic understanding of how to manage the classroom and apply the skills acquired to maintain classroom discipline.

EDU 514: Microteaching in Geography/Social Science. The core distinction between the professional teacher and the non-professional is the ability of the former to impart knowledge efficiently. This course exposes students to a non-threatening atmosphere in which they demonstrate how to teach Geography for students and staff to observe and assess, getting feedback from peers and making use of a scheme of work and lesson planning based on the Senior School syllabus. Also, opportunities are provided for students to observe good teaching models through video presentations and demonstrations of specific teaching techniques.

EDU 516: Microteaching in Science. This course exposes students to a non-threatening atmosphere in which they demonstrate how to teach Science for students and staff to observe and assess, get feedback from peers and make use of a scheme of work and lesson planning based on the Senior School syllabus. Also, opportunities are provided for students to observe good teaching models through video presentations and demonstrations of specific teaching techniques.

EDU 518: Microteaching in Mathematics. This course exposes students to a non-threatening atmosphere in which they demonstrate how to teach Mathematics for students and staff to observe and assess, get feedback from peers and make use of a scheme of work and lesson planning based on the Senior School syllabus. Also, opportunities are provided for students to observe good teaching models through video presentations and demonstrations of specific teaching techniques.

EDU520: Microteaching in Christian Religious Studies (CRS). This course exposes students to a non-threatening atmosphere in which they demonstrate how to teach CRS for students and staff to observe and assess, get feedback from peers and make use of a scheme of work and lesson planning based on the Senior School syllabus. Also, opportunities are provided for students to observe good teaching models through video presentations and demonstrations of specific teaching techniques.
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EDU 538: Micro Teaching in Accounting/Management. This course exposes students to a non-threatening atmosphere in which they demonstrate how to teach Accounting for students and staff to observe and assess, get feedback from peers and make use of a scheme of work and lesson planning based on the Senior School syllabus. Also, opportunities are provided for students to observe good teaching models through video presentations and demonstrations of specific teaching techniques.

EDU 534: Microteaching in Language (English). This course offers students an opportunity in a non-threatening atmosphere in which they demonstrate how to teach English for students and staff to observe and assess, to get feedback from peers and to make use of a scheme of work and lesson planning based on the Senior School syllabus. Also, opportunities are provided for students to observe good teaching models through video presentations and demonstrations of specific teaching techniques.

EDU 541: Computer Application to Education. This course offers students a solid background in the use of computers and especially its application in educational technology

to meet the general computer literacy required in the 21st century. Topics focus on three core areas: (a) social software (e.g., blog and wiki) and web-based communication technologies such as .course management systems, chat, and web conferencing; (b) Authorware (e.g., Microsoft Office tools, web design programmes and (c) multimedia technologies (e.g., digital picture, scanning, audio and video technologies). The class will be conducted in practical ways. Students will use computers, printers, scanners, digital cameras, camcorders, webcams and other multimedia technologies to carry out projects. Students will identify appropriate problems and design solutions using specific application packages.

EDU 550: Philosophical and Social Foundations of Education. This course introduces students to philosophical and sociological theories that inform Educational Theory and Practice, how social needs influence the aims, content and structure of Education and the connection between Education and Social Stratification and Occupational Hierarchy. This course is divided into three units: Unit 1 – Definition of Terms and Themes; Unit II – Axiological Dimension of Education; Unit III – Philosophical & Sociological Theories of Education (e.g. Emile Durkheim and Structural Functionalist, Marx Weber and Social Rationalization, Karl Marx and the Capitalist System of Education, Education and the Economy, Education and Social Stratification, and Education and Occupational Hierarchy).

MPHIL / M.ED EDUCATIONAL PROGRAMMES

The MPhil/M.Ed Educational programmes offer students a solid formation in subject-content knowledge and pedagogical skills in classroom interaction, focusing on skills that are required of a competent teacher, such as teaching, learning, assessing and evaluating students.

Requirements for Admission
Students seeking admission to a graduate-level educational programme must possess a Bachelor's degree with a minimum of Second-Class Lower Division from a recognized university. All applicants must pass an interview to gain admission. Applicants without knowledge of Psychology or Education will be taken through introductory foundational Education and Psychology courses in the first semester. Third Class /Pass students may be admitted when they write and pass an entrance examination.

M.PHIL /M.ED (Educational Administration & Management)

First Year

Programme Structure

No.	Discipline/Course	1st Sem.	2ndSem
	CORE COURSES/ COMPULSORY		
EAM 811	Curriculum Development & Implementation	3 credits	
EAM812	Educational Policy, Planning & Analysis		3 credits
EAM 813	School Mapping & Plant Planning	3 credits	

EAM 814	Economics of Education & Educational Financing		3 credits
EAM 815	Learning and Instructional Theory & Practice	3 credits	
EAM 816	Human Resource Management		3 credits
EAM 819	Seminar I	3 credits	
EAM 820	**Management Techniques in Education**		3 credits
EAM 827	**Personnel Administration in Education**	3 credits	
EAM 828	**Management in Education**		3 credits
EAM 829	Educational Supervision	3 credits	
EPS 821	Research Methods I	3 credits	
EPS 830	Research Methods II: Statistical & Data Analysis		3 credits
EAM 822	Seminar II		3 credits
ELECTIVES: Students select **ONE** of the following two electives in either of the two semesters based on their areas of specialization in Management			
EAM 817	Contemporary Issues in Higher Education & Quality Assurance	3 credits	
EAM 818	Management of Pre-tertiary Education		3 credits
EAM 823	School Law and Ethics	3 credits	
EAM 824	Comparative & International Education		3 credits
TOTAL		**27credits**	**27 credits**

Second Year

Supervised Research Work (12 Credits for M.Ed. and 30 credits for M.Phil. students)

EAM 825	Grant proposal writing (non-scoring)	3 credits	
EAM 826	Computer Applications in Educational Administration & Management (non-scoring)		3 credits
Electives. Students choose One option in both Semesters: M.Phil. students choose a Thesis, while M.Ed. students choose a Dissertation			
EAM 889	Dissertation	6 credits	6 credits
EAM 899	Thesis	15 credits	15 credits
TOTAL		**24 credits**	**24 credits**

COURSE DESCRIPTION

EAM811: Curriculum Development and Implementation. This course will expose students to the theoretical foundations of curriculum development in educational settings and sharpen their understanding of how the curriculum is implemented. It also introduces students to the issue of curriculum development and implementation as a significant concern in education. Key topics will include historical, sociological, philosophical and psychological examination of school curriculum, theories of curriculum, trends and curriculum structure, implementation practices, and research-based methods for implementing instruction based on the work of theorists.

EAM 812: Educational Policy, Planning and Analysis. This course explores the issues of policy (or reform) implementation in schools and districts with a focus on the political reactions and organizational buffers to policy change. Through theoretical and behavioural analyses, the course also explores how policies adapt and change to respond to locally defined problems. Key topics will include distinctions between implementation issues in bottom-up and top-down policy change; methods of policy analysis; structuring policy problems; forecasting, recommending and monitoring policy outcomes; discussing and evaluating significant educational policies in Ghana; the study of the future and the impact of these studies on policy making.

EAM 813: School Mapping and Plant Planning. This course sharpens students' knowledge of school mapping and plant planning, which enhances the equality of educational opportunities to obstruct existing disparities regarding the distribution of educational access and facilities. Key topics include: (a) the definition of school mapping and micro-planning; (b) The process of school mapping; (c) the diagnosis of the educational system at the local level; (d) estimating demands, demography and enrolment projections; (e) preparation of the prospective school map; (f) introduction and country-wide extension of school mapping; (g) financial estimates; (h) assessing the degrees of cost and cost-sharing measures in school planting; (g) striking disparities in educational planning and their implications for educational development in Ghana.

EAM 814: Economics of Education and Educational Finance. The course exposes students to a fundamental understanding of the financial implications of different educational planning and implementation. It also aims to sharpen students' understanding of the implications of different demand levels for educational planning. Key topics will include: (a) introduction to the demand, supply, financing, and market structure of education; (b) the demand for education, private and public; (c) Education production functions; (d) Teacher inputs and teacher markets; (e) Teacher salaries and recruitment; (f): sources and trends of state, and local financing of education; g) objectives of school finance systems (equity, adequacy, efficiency); h) public and private financing of education.

EAM 815: Learning and Instructional Theory and Practice. This course deepens students' knowledge of psychological theories of human learning and their implications for enhancing efficient student teaching. Key topics will include: (a) fundamentals of human learning processes; (b) behaviourism approach to learning and its implications for instruction, (c) psychological constructivism and social constructivism views of human learning and their implications for instructional designing; (d) cognitivist approach to learning, (e) information processing approach to learning, (f) different types of learning and their implications for instructional designing) learning task analysis, (g) defining instructional objectives, (h) events of instruction, (j) evaluation instruments.

EAM 816: Human Resource Management. The course is to enable students to understand and identify effective mechanisms of personnel administration and to help students develop the skills for enhancing effective collaborations among people to achieve organizational goals. Key topics include (a) team relations and organizational theory; (b) evaluating outcomes; (c) measuring the progress of implemented systems and facilitating

improvement; (d) issues of job design; (c) job enlargement; (d) job enrolment; (e) job selection and retention; (f) staff development programmes in creating adequate personnel.

EAM 817: Contemporary Issues in Higher Education and Quality Assurance. This course exposes students to the development of higher education and current trends in tertiary education in Ghana, the West Africa sub-region, and the world. It is also designed to expand participants' sense of more comprehensive learning and teaching activities by examining current critical issues facing higher education and exploring the irreplaceable role of Quality Assurance in Higher Education. Key topics include (a) the historical development of higher education in Ghana and the West African sub-region; (b) issues emanating from the processes of managing universities, polytechnics, and colleges; (c) factors affecting development, challenges and the future of higher education in Ghana and West Africa; (d) social, economic and political challenges of higher education in the 21st century; (e) patterns in higher education development; (f) Higher education governance and governance challenges; (g) role of quality assurance in setting higher standards in contemporary Higher Education will also be explored.

EAM 818: Management of Pre-Tertiary Education. This course enables students to understand the main issues affecting the day-to-day running of pre-tertiary institutions. Key topics include (a) philosophy of pre-tertiary education; (b) structure of pre-tertiary education system; (c) governance roles of main stakeholders; (d) funding of pre-tertiary education sector; (e) administrative issues in pre-tertiary education; (f) governance structure of pre-tertiary education; g) supervision of pre-tertiary education.

EAM 819: Seminar I. This seminar aims to expose students to some understanding of leadership skills. Students may choose a topic of interest in leadership and present a seminar. This seminar aims to help sharpen students' interest in educational leadership in general about specific administrative and management issues of interest to the student in the first semester.

EAM 820: Management Techniques in Education. This course focuses on (a) concepts of organizational behaviour and its applications in managing people, (b) categorising and critically assessing multiple theoretical approaches to organizing and leading, (c) understanding how to organize and structure groups and teams to get results, (d) building positive interpersonal and group dynamics, and (e) dealing constructively with power, conflict, and politics in organization. Key topics include a) conflict resolution; b) practical communication skills; c) managing the change process; d) creating and maintaining a positive school environment; d) evaluation strategies, e) measuring results, and designing training and developing programmes for faculty and staff; f) evaluating personnel for meeting school objectives and professional development.

EAM 827: Personnel Administration in Education. This course deepens students' understanding of the administrator's role in recruiting, selecting, assigning, training and evaluating staff. Key topics include 9a) personnel policy, (b) salary schedules, (c) fringe benefits, (d) contractual practices and procedures, and (e) academic freedom. At the end of the course, students should be able to implement staff evaluation to improve performance,

facilitate the planning of strategic plans, align curriculum, and promote the use of varied assessments for student performance; exhibit effectiveness in the budget, resources, personnel and technology.

EAM 828: Management in Education. This course draws on various disciplines, such as sociology, political science, economics, history and contemporary policy-making, to provide a critical perspective on contemporary education management. At the same time, the course has a robust problem-solving perspective, which places education management in schools, colleges and universities within the current political, social and educational context. Key topics include the (a) concept of management; (b) scope, functions and principles of management; c) evolution of management thought; (d)principles of management as applied to education; (e) principles of school administration; (f) organizational theories; (g) operations management in educational practice; (h) management of behaviour in an organization; (i) managing education in the peculiar environment; (j)concept or managerial control, control aids, core responsibilities of managers.

EAM 829: Educational Supervision. The course exposes students to supervisory programmes' principles, purposes, organization and development, and theory and practice of the principles, techniques, and procedures for improvement at the elementary and secondary school levels. Key topics include (a) incorporating instructional leadership into organizational behaviour; (b) working with teachers to create instructional practices that raise the level of teaching and learning in the classroom; (c) how to use aspects of effective teaching strategies when working with teachers during the observation/walk-through process; (d) walk-through processes utilizing modern technology will be examined; (e) strategies for coaching and mentoring teachers for improved student achievement; (f) applying new concepts and tools to the supervisory process and practice; (g) coaching and feedback strategies; (h) analyzing and interpreting assessment results and other instructional data; (i) how to deliver effective professional development to improve teaching and learning.

EPS 821: Research Methods I. To enable students to have an essential procedure for conducting educational research, be able to state the interrelationships between the various classifications of research and know how to use the computer to source educational information. This applied graduate-level course is in multiple regression and analysis of variance for students who have completed an undergraduate course in basic statistical methods. Key topics include (a) data analysis and interpretation; (b) general linear hypothesis; (c) residual analysis, leverage and influence; (d) one-way ANOVA; (e) two-way ANOVA; (g) factorial ANOVA. Emphasis would also be placed on exposing students to qualitative and quantitative research methods.

EPS 830: Research Methods II: Statistical and Data Analysis. This course aims to deepen students' skills in interpreting and analysing statistical data and sharpen their data analysis skills. As a follow-up to EPS 821, this course aims to sharpen students' skills in inspecting, cleansing, transforming, and modelling data to discover useful information, suggest conclusions and support decision-making. Topics include (a) data mining; (b)

descriptive statistics; (c) exploratory data analysis; (d) confirmatory data analysis; (e) predictive forecasting or classification; (f) text analytics with a focus on techniques to extract and classify information from text

EAM 822: Seminar II. This second leadership seminar aims to expose students to some understanding of leadership skills. Students may choose a topic of interest in leadership and present a seminar. This seminar sharpens students' interest in educational leadership in general about specific administrative and management issues of interest to the student in the second semester.

EAM 823: School Law and Ethics. This course explores legal, ethical and political issues governing school education in Ghana. Also, it examines the legal responsibilities and powers of state and local governing bodies and individuals in schools. Topics include (a) confidentiality; (b) testing liability for student injury; (c) due process; (d) search and seizure, staff appraisal, employment discrimination, church/state conflicts, and control over the curriculum; (e) the expression of controversial views; (f) rules governing student and teacher conduct; (g) contracts, dismissals, tenure, retirement, the liability of personnel and district, school district boundary changes, and bonding; (h) sexual harassment in the school context. Emphasis is given to national statutes and case law affecting the due process, liability, equal protection, and the rights of teachers and students to understand better education management risks and possible strategies to reduce those risks.

EAM 824: Comparative and International Education. The course deepens students' understanding of the concept of education and development and the practice of educational policies and planning from a national and global perspective and sharpens students' understanding of .current national and international concerns with education and development. Topics include (a) the founders of Comparative and International Education, the development of the field and concepts; (b) major current issues characterising research and practices in comparative and international education; (c) curriculum development and the significant differences in curricula traditions globally and their strengths and weaknesses regarding educational reform and renewal; (d) historical perspective on the relationship between education and development, significant dimensions of education in society and issues such as access, equity, quality and relevance; (e) analysing educational development in different regional and national contexts and collaboration with international partners.

EAM 825: Grant Proposal Writing. This course sharpens students' skills development in proposal writing and presentations and examines service contracting, campaign planning, campaign management, donor development, direct solicitation of gifts, and planning of fundraising events. Topics include (a) grant-seeking; (b) contract procurement; (c) proposal writing; (d) fundraising; (e) empowering organizations and groups; (f) expanding and improving services; g) reaching populations in need; (h) improving social conditions or anticipate and correct the emergence of problems; (i) components of practical grant proposals and technical knowledge of designing supporting documents (project timelines, flowcharts, organization charts, and logic models); (j) implications of using alternative approaches to income generation and of changing the income.

EAM 826: Computer Application in Educational Administration & Management. The course aims to sharpen students' skills in using computer hardware, software, communications and network services in educational administration. Topics include (a) PC and Office Basics, (b) Spreadsheets, (c) Database for Class Lists, Personnel Lists, Sorting and Reporting, Disaggregating test scores as well as Powerpoint; (d) Basic statistics, descriptive statistics, hypothesis testing, etc.

EAM 899: Thesis (30 credits)/EAM 889: Dissertation. Students will choose a topic for their thesis/dissertation under supervisors' guidance and with the approval of a Post-graduate Committee of the Department. M.Phil. students will write a thesis, while M.Ed. will write a dissertation. Emphasis will be placed on a thorough and empirical approach to the chosen topic. Students will be expected to present and defend the first three chapters of their work to a Committee. After all necessary input from the members of the Committee, students will be approved to move to the next stage and will be expected to present their final work comprising Chapters One to Five. The work will be presented for assessment and defence (where applicable) before a Panel.

M.Phil / M.Ed (Curriculum Studies)

First Year

Programme Structure

No.	Discipline/Course	1st Sem.	2nd Sem
	CORE COURSES		
ECS 811	Curriculum Theory & Practice	3 credits	
ECS 812	History of Curriculum Thought in Ghana		3 credits
ECS 813	Curriculum Development Process	3 credits	
EPS 814	Multicultural diversity issues in Curriculum		3 credits
EPS 815	Principles of Instructional Designing	3 credits	
ECS 816	Issues in Teaching in the Teaching Profession		3 credits
ECS 818	Contemporary issues in Curriculum		3 credits
EPS 821	Advanced Research Methods in Education	3 credits	
EPS 822	Advanced Statistical & Data Analysis in Education		3 credits
ECS 821	Seminar on Curriculum	3 credits	
ECS 822	Seminar on the Teaching Profession		3 credits
ECS 889	Dissertation for M.Ed. students	3 credits	3 credits
ELECTIVES: *Students select ONE of the following electives in each Semester*			
ECS 823	Curriculum Studies in Mathematics/Computer Science	3 credits	
ECS 825	Curriculum Studies in Science	3 credits	
ECS 827	Curriculum Studies in English	3 credits	
ECS 829	Curriculum Studies in Social Studies/Geography	3 credits	
ECS 831	Curriculum Studies in Religious Studies	3 credits	

ECS 822	Methods of Teaching Mathematics/ Computer		3 credits	
ECS 824	Methods of Teaching Science		3 credits	
ECS 826	Methods of Teaching English		3 credits	
ECS 828	Methods of Teaching Social Studies/Geography		3 credits	
ECS 830	Methods of Teaching Religious Studies		3 credits	
TOTAL		**24 credits**	**24 credits**	

(Codes acronyms: ECS means *Education Curriculum Studies*; EPS means: *Educational Psychology*)

Second Year

Supervised Research Work/Thesis (12 Credits) for M.Phil.

ECS 899	Thesis	6 credits	6 credits
TOTAL		**6 credits**	**6 credits**

COURSE DESCRIPTION

ECS 811: Curriculum Theory and Practice. The course aims to sharpen students' knowledge of curriculum theory and its implication for teaching and provide students with the knowledge and skills to fulfil leadership positions as perceptive and inquiring educators. Key topics include (a) character of the curriculum; (b) history of the curriculum; (c) approaches to the curriculum; (d) curriculum theories; (e) curriculum development and change; (f) curriculum planning and implementation; (g) curriculum evaluation and student assessment; h) politics and curriculum decision making.

ECS 812: History of Curriculum Thought in Ghana. The course aims to enhance a student's ability to analyze the historical antecedents and cultural underpinnings shaping the understanding of what is considered necessary for young Ghanaian people to know if they are to take their place in the social and cultural order. Topics include (a) the historical antecedent of curriculum thought in Ghana; (b) The Ghanaian philosophical outlook and its influence on the curriculum; (c) Sociocultural demands on the content and structure of the curriculum; (d) national or international ideals and their impact on curriculum thought in Ghana; (e) the need for societal and cultural change or preservation and the curriculum; (f) primary forms of knowledge and ways of thinking; g) the forms of life considered most worth living in Ghana, and its influence on the curriculum thought.

ECS 813: Curriculum Development Process. The focus of this course is to deepen students understanding that curriculum development is a process that continually strives to find newer, better, more effective and efficient means of improving the quality and relevance of education. Key topics will include (a) processes for curriculum development; (b) reviewing, planning, developing, implementing, evaluating and maintaining curriculum; (c).models in curriculum development such as the cyclical process, characterized as analysis, design and development; (d) the four critical models of Thijs and van den Akker (2009; (e) policy influence on curriculum development from other geopolitical areas such as Britain, Australia, Sweden, Canada, the U.S.

ECS 814: Multicultural Diversity Issues in Curriculum. This course is to develop students' repertoire of skills for them to appreciate the significance of inclusive education in contemporary curriculum design to help all to reach their fullest potential. Also, the course deepens students' knowledge of multicultural diversity and how to factor cultural differences into curricula design. Topics include race, class, ability, learning conditions and styles, ethnicity, age, gender, sexual orientation, religion, nationality and other dimensions that make up the identity of the individual student, which impact his or her learning experience.

EPS 815: Principles of Instructional Designing. The course enhances students' instructional design and practice concepts. It focuses on helping students to understand the psychological principles underlying human learning and the practical implications that these have for the effective and efficient designing of instruction and curriculum. Topics include (a) basic processes in learning and instruction; (b) learner characteristics; (c) specific entry competencies; (d) varieties of learning and their specific implications for instructional designing; (e) task analysis; (f) defining of instructional objectives; (g) the use of the media in instruction; (h) Gagne's events of instruction; (i) evaluation instruments; (j) the use of evaluation to enhance teaching-learning in the curriculum.

ECS 816: Issues in Teaching in the Teaching Profession. This course examines contemporary global issues facing the Ghanaian teacher and the teaching profession that militate against effective teaching and learning. Topics include the (a) history of the teaching profession; (b) teacher attrition and retention; (c) teacher conditions of service; (d) poor funding for implanting educational/curriculum innovations; (e) large class size impairing individualized teaching; (f) frequent change and transfers of teachers and the negative impact of less endowed rural basic schools, etc.

ECS 818: Contemporary Issues in Curriculum. This course is to help students to gain an in-depth understanding of contemporary issues that determine and affect curricula development. The course addresses contemporary, international research on issues that determine and affect curriculum development and examines issues that affect the successful implementation, planning, and evaluation of curriculum at all levels of learning. Topics include (a) curriculum and philosophy; (b) curriculum and politics; (c) curriculum and the demands of the contemporary labour market; (d) political dimension of subject inclusion and exclusion in the curriculum; (e) curriculum and supervision, and curriculum and policy etc.

EPS 821: Advanced Research Methods in Education. The course aims to enable students to have a procedure for conducting educational research, state the interrelationships between the various classifications of research and know how to use the computer to source educational information. This applied graduate-level course is in multiple regression and analysis of variance for students who have completed an undergraduate course in basic statistical methods. Key topics include (a) data analysis and their interpretation; (b) general linear hypothesis; (c) residual analysis, leverage and influence; (d) one-way ANOVA; (e) two-way ANOVA; (g) factorial ANOVA.

EPS 822: Advanced Statistical and Data Analysis. This course is a follow-up to EPS 821. It aims to sharpen students' skills in inspecting, cleansing, transforming, and modelling data to discover useful information, to suggest conclusions and to support decision-making. Topics include (a) data mining; (b) descriptive statistics; (c) exploratory data analysis; (d)confirmatory data analysis; (e) predictive forecasting or classification; (f) text analytics with a focus on techniques to extract and classify information from text.

ECS 821: Seminar on Curriculum. The course aims to sharpen students' knowledge and interest in curriculum issues. Students may choose a topic of interest in Curriculum and present a seminar on the topics chosen. Topics may include (a) Eurocentric and male-centric perspectives on curriculum and their implications for gender and race; (b) philosophical and cultural perspectives and their impact on curriculum designing; (c) global ethics and curriculum designing; (d) socio-economic impact on curriculum; (e) Ghanaian values and the curriculum; (f) how political context shape education reform and content and structure of the curriculum; (h) the mismatch between what students learn in school and the demands of the labour market.

ECS 822: Seminar on the Teaching Profession. The course aims to deepen students' knowledge of teacher issues. Students may choose a topic of interest in teaching and present a seminar. Topics include: (a) sociological factors influencing job satisfaction and career aspiration of the school teacher in Ghana; (b) teacher motivation and output; (c) teacher recruitment and retention, (d) the teaching profession in the history of Ghanaian education; (e) Teacher unions in Ghana and labour bargaining; (f) Teachers' salaries, conditions of service and teachers association.

ECS 823: Curriculum Studies in Mathematics/Computer Science. The course aims to deepen students' understanding of the content and structure of the mathematics curriculum in Secondary Schools and WAEC. The course examines the following topics: (a) definition of curriculum and mathematics curriculum; (b) mathematics instructional objectives and content of Senior High School curriculum; (c) methods; (d) teaching materials and assessment procedures; (f) types of curriculum teaching and assessment; (g) intended, attained, implemented selection and sequencing of mathematics content and assessment in mathematics such as the schools and WAEC.

ECS 825: Curriculum Studies in Science. The course aims to sharpen students' understanding of the content and structure of the Science curriculum in Secondary Schools and WAEC. The course examines the following topics: (a) definition of curriculum and science curriculum; (b) instructional objectives in science; (c) content & structure of science curriculum in Senior High Schools; (d) methods; of teaching science; (e) teaching materials and assessment procedures in science; (f) types of curriculum teaching and assessment in science; (g) intended, attained, implemented; selection and sequencing of science content and assessment in the schools and WAEC.

ECS 827: Curriculum Studies in English. The course aims to deepen students' understanding of the content and structure of the English Language Curriculum in Secondary Schools and WAEC. The course examines the following topics: (a) definition

of curriculum and English curriculum; (b) instructional objectives in English; (c) content & structure of English language curriculum in Senior High Schools; (d) methods; (e) teaching materials and assessment procedures in English; (f) types of curriculum teaching and assessment in English; (g) intended, attained, implemented; selection and sequencing of English content and assessment in the schools and WAEC.

ECS 829: Curriculum Studies in Social Studies/ Geography. The course aims to sharpen students' understanding of the content and structure of the Social Studies/Geography Curriculum in Secondary Schools and WAEC. The course examines the following topics: (a) definition of curriculum and Social Studies/Geography curriculum; (b) instructional objectives in Social Studies/Geography; (c) content & structure of Social Studies/Geography curriculum in Senior High Schools; (d) methods; (e) teaching materials and assessment procedures in Social Studies/Geography; (f) types of curriculum teaching and assessment in Social Studies/Geography (g) intended, attained, implemented; selection and sequencing of Social Studies/Geography content and assessment in the schools and WAEC.

ECS 831: Curriculum Studies in Religious Studies. The course aims to deepen students' understanding of the content and structure of the Christian Religious Studies Curriculum in Secondary Schools and WAEC. The course examines the following topics: a) definition of curriculum and Christian Religious Studies curriculum; b) instructional objectives in Christian Religious Studies c) content & structure of Christian Religious Studies curriculum in the Senior High Schools; c) methods; d) teaching materials and assessment procedures in Christian Religious Studies; f) types of curriculum teaching and assessment in Christian Religious Studies g) intended, attained, implemented; selection and sequencing of Social Studies/Geography content and assessment in the schools and WAEC.

ECS 822: Methods of Teaching Mathematics/Computer Science. The course aims to sharpen students' understanding of teaching mathematics/computer science methods in Secondary Schools and WAEC. Topics treated include: a) teaching mathematical/computer science concepts; b) skills and generalization; c) inductive methods of teaching mathematics/computer science; d) discovery methods of teaching mathematics/computer science; e) teaching mathematics/computer through the use of algorithms; f) planning lesson notes for mathematics instruction; g) assessment of students and teaching high and low ability students.

ECS 824: Methods of Teaching Science. The course aims to deepen students' understanding of the methods of teaching science in Secondary Schools and WAEC. This course is designed to deepen students' knowledge in teaching the subject matter of Science. Topics include a) teaching science concepts; b) skills and generalization; d) inductive methods of science; e) discovery methods of teaching science; f) teaching science through the use of algorithms; g) planning lesson notes for science instruction; h) teaching high and low ability students; i) assessment of students in science.

ECS 828: Methods of Teaching English. This course is designed to deepen students' understanding of teaching English in Secondary Schools and WAEC. Topics include: a) sharpening the learning of advanced English vocabulary; b) developing writing skills; c) mastering the mechanics of expression; d) teaching students to master grammatical correctness; e) teaching forms of compositions such as narration, description, exposition, argumentation; f) teaching students how to acquire literary information; f) The oral approach and situational language teaching; g)The Grammar-Translation Method focuses on developing students' appreciation of the target language's literature and teaching the language; h) The Audio Lingual Method is based on the behaviourist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously; i) Communicative Language Teaching (CLT) stresses the need to teach communicative competence as opposed to linguistic competence;

ECS 830: Methods of Teaching Geography/Social Studies. This course is designed to sharpen students' understanding of teaching Geography/ Social studies methods in Secondary Schools and WAEC. Topics treated include: a) current trends in geographical/social studies education; b) perspectives on geographical/social studies education in the 21st century; c) GIS and new technologies in teaching Geography/Social studies; d) curriculum assessment and teaching methodologies in Geography/Social Studies; e) environmental education; f) sustainability, landscape; g) critical heritage and citizenship.

ECS 832: Methods of Teaching Religious Studies. The course aims to deepen students' understanding of the methods of teaching religious studies in Secondary Schools and WAEC. Topics include a) the historical origins of religious traditions; b) the contemporary relevance of these historical origins; c) the novels or stories they teach; d) the explicit religious themes or allusions to these historical origins; e) how these relate to students contemporary experience and knowledge; f) the literary approach to the teaching of religion; g) the cultural approach, h) the historical approach; i) the tradition-based approach of teaching religion generally as classroom discipline within the context of the Christian Religious Studies syllabus in the Senior High Schools in Ghana and English Speaking West Africa

ECS 899: Thesis/ECS 889: Dissertation. Students will choose a topic for their thesis/dissertation under supervisors' guidance and with the approval of a Post-graduate Committee of the Department. M.Phil. students will write a thesis, while M.Ed. will write a dissertation. Emphasis will be placed on a thorough and empirical approach to the chosen topic. Students will be expected to present and defend the first three chapters of their work to a Committee. After all necessary input from the members of the Committee, students will be approved to move to the next stage and will be expected to present their final work comprising Chapters One to Five. The work will be presented for assessment and defence (where applicable) before a Panel.

M.PHIL / M.ED (Educational Psychology)

The programme's overall aim, in light of the mission of the Catholic University of Ghana, is to produce trained and qualified educational psychologists who have both adequate subject matter knowledge and competent skills in Educational Psychology and can bring this to bear in educational settings. Thus, the rationale of this programme is to help students explore the pivotal role that Educational Psychology plays in providing comprehensive support services to teachers, students and parents to understand the various ways in which psychology is present in the teaching-learning process. Consequently, the programme trains Educational Psychologists to assist those at risk or in need of special education services, generate psychology-based interventions to teaching/classroom challenges to improve student learning and appreciate a greater understanding of the diverse backgrounds of students.

First Year

Programme Structure

No.	Discipline/Course	1st Sem.	2ndSem
	CORE COURSES/ COMPULSORY		
EPS 811	Major Theories and Models of Learning	3 credits	
EPS 812	Student Motivation		3 credits
EPS 813	Student Diversity	3 credits	
EPS 814	Students with Special Educational Needs		3 credits
EPS 815	Principles of Instructional Design	3 credits	
EPS 816	Cognitive Psychology of School Learning: Classroom Processes		3 credits
EPS 817	Measurement & Evaluation	3 credits	
EPS 820	Psychology of Human Intelligence		3 credits
EGC 811	Principles & Practices of Guidance & Counselling	3 credits	
EPS 821	Advanced Research Methods in Psychology	3 credits	
EPS 822	Advanced Statistical & Data Analysis		3 credits
EPS 824	Psychology of Growth & Human Development		3 credits
TOTAL		**18 credits**	**18 credits**

Second Year

No.	Discipline/Course	1st Sem.	2ndSem
EPS 826	Seminar in Educational Psychology		3 credits
	Electives. Students choose One option in both Semesters: M.Phil. students choose a Thesis, while M.Ed. students choose a Dissertation		
EPS 889	Dissertation	6 credits	6 credits
EPS 899	Thesis	15 credits	15 credits
TOTAL		**21 credits**	**24 credits**

COURSE DESCRIPTION

EPS 811: Major Theories and Models of Learning. The course is to deepen students' knowledge and understanding of the major theories and models of human learning with an emphasis on three major theories: a) behaviourism, b) psychological constructivism, and c) social constructivism. The classroom applications of these theories will be highlighted. Topics include a) the classical conditioning theory of learning; b) B.F Skinner's operant conditioning theory of learning; c) Piaget's cognitive development theory of learning; d) Jerome Bruner's discovery method of learning; e) Ausubel's reception learning; f) the information processing theory of learning; g) Lee Vygotsky's zone of proximal development and Bandura's social learning theory.

EPS 812: Student Motivation. This course exposes students to see that differences in student motivation are an essential source of diversity in classrooms, comparable in importance to differences in prior knowledge, ability or developmental readiness. Topics include a) motives as behaviour change; b) motives as goals; c) motives as interests; d) motives as attributions about success; e) motives as beliefs about self-efficacy; f) motives as self-determination and g) the expectancy-value theory, which will integrate ideas from some of the theories on motivation

EPS 813: Student Diversity. This course exposes students to challenges facing the contemporary classroom teacher, namely, heterogeneity rather than homogeneity of student groups due to globalization, urbanization and migration. Topics include a) individual and group differences among students; b) differences in learning style; c) preferred cognitive or thinking styles of different students, d) gifted and talented students, e) gender differences in the classroom, particularly physical differences in gender roles; e) social differences; f) academic and cognitive differences as well as h) differences in cultural expectations and styles. The course will also discuss linguistic and family differences affecting students' academic achievements.

EPS 814: Students with Special Educational Needs. This course is a follow-up of the EPS 813 course on student diversity, and the purpose is to sharpen students' understanding of the need to identify the strengths of different types of students, especially those who, because of some physical impairment or disability, may need special educational support in the classroom. The course examines in detail the following topics on different types of disabilities: a) learning disability; b) attention deficit hyperactivity disorder; c) intellectual disability; d) behavioural disorder; e) physical disability and sensory impairment.

EPS 815: Principles of Instructional Designing. The course sharpens students' understanding of instructional design and practice concepts. It focuses on helping students to understand the psychological principles underlying human learning and the practical implications that these have for the effective and efficient design of instruction. It examines the following topics: (a) basic processes in learning and instruction; (b) learner characteristics and specific entry competencies; (c) varieties of learning and their specific implications for instructional designing; (d) task analysis; (e) defining instructional objectives; (f) the use of the media in instruction; (h) Gagne's events of instruction; (i) evaluation instruments, and (j) the use of evaluation to enhance teaching-learning.

EPS 816: Cognitive Psychology of School Learning (Classroom Processes). This course examines cognitive psychology as the scientific study of mind and mental function, emphasising its implications for classroom processes, reading, writing, mathematics and science teaching. Topics include: (a) the scientific study of mind and mental function; (b) learning, memory, attention, perception; (c) reasoning, language, conceptual development, and decision making; (d) the brain as a complex computing system; (e) teaching and learning of cognitive processes; (f) cognitive implications for teaching, reading, writing, mathematics and science in the classroom; (g) pattern recognition; (h) perception and comprehension of language; (i) memory and problem-solving.

EPS 817: Measurement and Evaluation. This course aims to sharpen students' skills in gaining information about learning and making value judgments about their progress. Topics include: (a) concepts and distinctions of measurement and assessment; (b) assessment for learning; (b) assessment of learning; (c) designing and using assessment strategies to enhance student learning; (d)different types of assessment: formative assessment, formal assessment, summative assessment, diagnostic assessment; (e) planning, classroom interactions and instruction, (f) communication with parents and self-reflection with all the essential steps in assessment, (g) selecting appropriate assessment techniques, (h) using assessment to enhance motivation and confidence, (i) adjusting instruction based on information, communicating with parents and guardians etc. (j) teacher-made assessment strategies, (k) validity, reliability of assessments instruments.

EGC 811: Principles & Practices of Guidance & Counselling. This course enables students to understand the meaning, goals and purpose of Guidance and Counselling. This course looks at the underlying principles governing guidance and counselling. Key topics treated under this course are: (a) basic guidance issues like definitions, meaning, goals/purposes; (b) the history of Guidance and Counselling; (c) Guidance services; (d) the relationship between Guidance and counselling; (e) Guidance and school discipline, Guidance and counselling in the basic school; (f) Guidance and counselling in the Senior High School; (g) Guidance and counselling in the tertiary institutions. It is also expected to expose students to the rationale for Guidance and Counselling in the Ghanaian Educational system and other settings.

EPS 820: Psychology of Human Intelligence. This course exposes students to an understanding of human intelligence, emphasising how psychologists have defined intelligence and the main characteristics of how they have measured intelligence, such as abstract verse verbal measures, speed of processing etc. Topics include contributors to human intelligence and research and testing: (a) Alfred Binet; (b) Francis Galton; (c) Charles Spearman; (d)Howard Gardiner's concept of multiple intelligence; (e) Robert Sternberg's theory of the triarchic model of human intelligence by comparing and contrasting the historical contributions of early researchers with contemporary ones such as Howard Gardiner and Sternberg. The course will also discuss how culture defines intelligence and the influence of culture on human intelligence.

EPS 821: Advance Research Methods in Psychology. This course aims to enable students to have a procedure for conducting educational research, state the

interrelationships between the various classifications of research and know how to use the computer to source educational information. This applied graduate-level course is in multiple regression and analysis of variance for students who have completed an undergraduate course in basic statistical methods. Key topics include (a) data analysis and interpretation; (b) general linear hypothesis; (c) residual analysis; (d) leverage and influence; (e) one-way ANOVA; (f) two-way ANOVA; (g) factorial ANOVA.

EPS 822: Advanced Statistical and Data Analysis. This course is a follow-up to EPS 821. It aims to sharpen students' skills in inspecting, cleansing, transforming, and modelling data to discover useful information, to suggest conclusions and to support decision-making. Topics include (a) data mining; (b) descriptive statistics; (c) exploratory data analysis; (d)confirmatory data analysis; (e) predictive forecasting or classification; (f) text analytics with a focus on techniques to extract and classify information from text.

EPS 824: Psychology of Growth & Human Development. This course aims to sharpen students' understanding of the different stages of human development from the womb to the tomb and the biological, psychological and social changes occurring in individuals during these developmental periods. Topics include (a) theories of development, (b) genetics and development, (c) birth and the neonate; (d) cognitive and brain development, (e) early experience, (f) attachment, (g) motor and language development, (h) social, sex-role and moral development, (i) ageing and death.

EPS 826: Seminar in Educational Psychology. The seminar aims to sharpen students' interest in Educational Psychology issues relevant to classroom application. Students may choose a topic of interest in Educational Psychology and present it at a seminar. This seminar presentation will be assessed by a panel of three (3) faculty staff present at the seminar.

EPS 899: Thesis/EPS 889: Dissertation. Students will choose a topic for their thesis/dissertation under supervisors' guidance and with the approval of a Post-graduate Committee of the Department. M.Phil. students will write a thesis, while M.Ed. will write a dissertation. Emphasis will be placed on a thorough and empirical approach to the chosen topic. Students will be expected to present and defend the first three chapters of their work to a Committee. After all necessary input from the members of the Committee, students will be approved to move to the next stage and will be expected to present their final work comprising Chapters One to Five. The work will be presented for assessment and defence (where applicable) before a Panel.

M.PHIL./M.Ed. (Guidance and Counselling)

First Year

Programme Structure

No.	Discipline/Course	1st Sem.	2ndSem
	ALL COURSES ARE CORE		
EGC 811	Principles & Practices of Guidance and Counselling	3 credits	
EGC 812	Group Procedures & Dynamics in Counselling		3 credits
EGC 813	Psychological Basis of Counselling	3 credits	
EGS 814	Use of Test in Counselling		3 credits
EGC 815	Theories of Vocational Development & Counselling	3 credits	
EGC 816	Introduction to Counselling Practicum		3 credits
EGC 817	Ethical & Legal Issues in Counselling	3 credits	
EGC 818	Theories of Personality		3 credits
EGC 819	Advanced Research Methods & Inferential Statistics	3 credits	
EPS 824	Psychology of Human Growth and Development		3 credits
TOTAL		**15 credits**	**15 credits**

Second Year

No.	Discipline/Course	1st Sem.	2ndSem
EGC 821	Supervised Counselling Practicum	3 credits	
EGC 823	Seminar in Guidance & Counselling	3 credits	
	Electives. Students choose One option in both Semesters: M.Phil. students choose a Thesis, while M.Ed. students choose a Dissertation		
EGC 899	Thesis	15	15 credits
EGC 889	Dissertation	6 credits	6 credits
TOTAL		**27 credits**	**21 credits**

COURSE DESCRIPTION

EGC 811: Principles and Practice of Guidance & Counselling. This course helps students understand the meaning, goals and purpose of Guidance and Counselling. It looks at the underlying principles governing guidance and counselling. Key topics are a) basic guidance issues like definitions, meaning, and goals/purposes; b) the history of Guidance and Counselling; c) Guidance services; d) the relationship between Guidance and Counselling; e) Guidance and school discipline; f), Guidance and Counselling in the basic school; g) Guidance and counselling in the Senior High School; h) Guidance and counselling in the tertiary institutions. It is also expected to deepen students' understanding of the rationale for Guidance and Counselling in the Ghanaian Educational system and other settings.

EGC 812: Group Procedures and Dynamics in Counselling. This course enhances students' knowledge of group counselling and its dynamics in different settings and group leadership facilitation styles. This course aims at exploring the roles of group counselling in meeting the needs of individuals in different settings. Key topics include a) various types of groups; b) Group dynamics; c) procedures for setting up group counselling; d) Group leadership and membership goals.

EGC 813: Psychological Basis of Counselling. This course deepens students' knowledge of psychological theories that constitute the basis for counselling and counselling techniques, paying attention to each theory's conception of personality, the implication that these psychological theories have for counselling, and the different counselling techniques. Topics include; a) Freudian psychosexual theory of personality development; b) the psychosocial theory of Erik Erikson; c) Alfred Adler's psychotherapy theory with an emphasis on sibling order and faulty logic and their applications in different areas of counselling; d) Carl Rogers' non-directive counselling and Jung will be explored in this course.

EGC 814: Use of Tests in Counselling. This course sharpens students' understanding of the nature and scope of psychological tests. This course examines the nature and scope of psychological tests. The course will also examine the uses of various psychological tests in counselling. Key topics will include a) assessment of interest; b) personality and achievement of the individual; c) various uses of tests in counselling of the individual; d) various uses of tests in counselling; e) use of tests in the academic achievement of students. There will also be an in-depth study and critical review of some local and foreign psychological tests.

EGC 815: Theories of Vocational Development Counselling. This course helps students to gain a deeper understanding of the major theories of vocational development. Also, this course is designed to help students pursue career development and examine how individuals make career choices; the meaning of a career in people's lives. Key topics include (a) the major theories of career development; (b) the role of personality in career planning; (c) Holland's theory of six personality descriptions and vocational types; (d) Super's developmental self-concept theory; (e) Ginsberg's theory of occupational choices.

In addition, multicultural issues related to career development and ethical, professional, and legal issues in career development will be examined.

EGC816: Introduction to Counselling Practicum. This course enables a student to gain some practical skills in counselling. This course will treat the nature and scope of counselling practicum. Key topics include (a) the nature and scope of counselling practicum, (b) various procedures of preparing for counselling practicum, (c) the theoretical basis of various counselling practices and their associated techniques, (d) skills and their practical application in the counselling practicum will form the basis of this course.

EGC 817: Ethical and Legal Issues in Counselling. This course aims to deepen students' knowledge of the interrelationship of ethical standards and legal regulation in professional counselling. It also examines ethical standards, litigation and ethical regulation as far as the professional practice of counselling is concerned. Topics include (a) ethical standards for clinical counselling; (b) ethical standards for school counselling; (c) ethical standards for couple and family counselling; (d) litigation and legal regulation in professional counselling; (e) ethical standards of professional organizations and credential bodies both domestic and foreign, e.g. the American Counselling Association, the Ghana Counselling Association, Association of Marriage and Family Therapy, etc. will be examined.

EGC 818: Theories of Personality. This course enables students to gain some understanding of the major theories of personality. Key topics include (a) the psychoanalytic perspectives of Freud; (b) the psychosocial theory of Erikson; (c) The archetypes and psychological types of Carl Jung; (d) Alfred Adler; (e) Abraham Maslow and the hierarchy of needs; (f) the Trait perspective of Hans Eysenck. Emphasis will be placed on causes of abnormality in human personality, personality adjustment and how to cope with them. The counselling implication of each theory will form the focal point of this course.

EPS 819: Advanced Research Methods and Inferential Statistics. This course aims to give students a basic procedure for conducting educational research, state the interrelationships between the various classifications of research and know how to use the computer to source educational information. This applied graduate-level course is in multiple regression and analysis of variance for students who have completed an undergraduate course in basic statistical methods. Key topics include (a) data analysis and interpretation and (b). general linear hypothesis, (c) residual analysis, leverage and influence, (d) one-way ANOVA, (e) two-way ANOVA, (g) factorial ANOVA.

EGC: 821: Supervised Counselling Practicum. This course equips students with hands-on skills in counselling practices. Students will be expected to conduct individual and group counselling sections in appropriate settings under supervision. Audio-visual tapes and other practical counselling materials will be used. Students will be expected to submit a report of their various counselling sections alongside audio tapes for assessment. Also, emphasis will be placed on counselling portfolio keeping. The role of the Department in this supervised practicum is to develop strategies and structures to have this carried out. In

collaboration with their assigned supervisors, students may choose specific areas in counselling they would want to undertake the practicum; they would submit a proposal to the Department, which will have to be approved. Students would be assigned to counselling mentors who mentor the novices while undertaking the practicum.

EGC 823: Seminar in Guidance & Counselling. This course aims to sharpen students' interest in emerging Guidance and Counselling issues relevant to Counselling practice and application**.** Students may choose a topic of interest in Guidance and Counselling and present it at a seminar. This seminar aims to help sharpen students' interest in Guidance and Counselling in general and specific Counselling. This seminar presentation will be assessed by a panel of three (3) faculty staff present at the seminar.

EPS 824: Psychology of Growth and Human Development. (This course will be taken with Educational Psychology students). The course sharpens students' understanding of the different stages of human development, from the womb to the tomb, and the biological, psychological and social changes occurring in individuals during these developmental periods. Topics include a) theories of development, b) genetics and development, c) birth and the neonate, d) cognitive and brain development, e) early experience, f) attachment, g) motor and language development, h) social, sex-role and moral development, i) ageing and death.

EGC 899 Thesis /EGC 889 Dissertation. Students will choose a topic for their thesis/dissertation under supervisors' guidance and with the approval of a Post-graduate Committee of the Department. M.Phil. students will write a thesis, while M.Ed. will write a dissertation. Emphasis will be placed on a thorough and empirical approach to the chosen topic. Students will be expected to present and defend the first three chapters of their work to a Committee. After all necessary input from the members of the Committee, students will be approved to move to the next stage and will be expected to present their final work comprising Chapters One to Five. The work will be presented for assessment and defence (where applicable) before a Panel.

SCHOOL OF PUBLIC HEALTH

Master of Public Health (MPH) Programme

The School of Public Health of the Catholic University of Ghana aims to produce health professionals who will be recognized for their dedicated service and competence in providing quality healthcare. This goal is to promote healthy communities as integral to the Church's mission of continuing Christ's ministry of healing and presence to the sick. A Master of Public Health (MPH) degree is a graduate-level programme emphasising the practical aspects of public health. The programme is designed to prepare students for their role in promoting community awareness about injury, violence prevention, infectious diseases and other issues related to health and management of health systems. The MPH programme at the CUCG is a multi-disciplinary professional programme in which students develop an integrated interdisciplinary and cross-cutting set of overall competencies related to public health. The MPH programme focuses on public health practice, as opposed to research or teaching, and students are awarded degrees for studies in areas related to public health.

Admission Requirements
Admission requirements are as follows:
- Applicants must have a degree in Medicine or a good first degree (at least Second Class Lower division) in the following areas of study: public health, nursing, allied health, pharmacy, physical sciences, and social sciences.
- Applicants with Third Class who have worked in the health sector for at least two (2) years will undergo interviews for admission.
- Applicants must submit a completed Graduate School application form and proof of payment of the application fee.
- Applicants must submit two letters of recommendation from professional or academic referees.
- Work experience in a health or social service setting will be an advantage.

COMPONENTS OF THE MPH PROGRAMME
The programme is structured to deliver intensive and comprehensive lectures for one year (i.e. 12 calendar months). Students are expected to complete their dissertations two months after completing the second semester of taught courses. The programme comprises core courses (to be taken by all students) and elective courses with concentrations in Health Policy and Management, Population and Reproductive Health, Health Informatics; Disease Surveillance and Control; Monitoring and Evaluation, and Occupational Health and Safety. Students are expected to select elective courses from only one concentration. Yet, students can take elective courses from a different concentration. In the first semester, students will take required (core) courses and take a mix of required (core) and elective courses in the second semester. The required (core) and elective courses are as follows:

Core Courses
CMPH 601: Principles and Methods of Epidemiology
CMPH 602: Health Care Law & Ethics
CMPH 603: Research Methods
CMPH 604: Innovations and Entrepreneurship in Public Health
CMPH 605: Biostatistics
CMPH 606: Health Information Systems
CMPH 607: Health Services Management
CMPH 608: Social and Behavioral Sciences in Public Health
CMPH 609: Introduction to Population and Reproductive Health
CMPH 611: Monitoring and Evaluation in Public Health
CMPH 613: Occupational and Environmental Health and Safety
CMPH 620: Seminar
CMPH 650: Dissertation

Elective Courses
Health Policy and Management
CMPH 610: Health Policy and Planning
CMPH 612: Leadership in Public Health

Population and Reproductive Health
CMPH 616: Adolescent Health and Development
CMPH 618: Fertility and Family Planning

Health Informatics
CMPH 622: Advanced Statistics and Data Analysis
CMPH 624: Electronic Health Records

Disease Surveillance and Control
CMPH 628: Fundamentals of Disease Control
CMPH 630: Advanced Epidemiology

Monitoring and Evaluation
CMPH 634: Health Systems Evaluation
CMPH 636: Advanced Techniques in Monitoring and Evaluation

Occupational Health and Safety
CMPH 640: Occupational Ergonomics
CMPH 642: Accident and Injury prevention

Semester One

Code	Course	Credit Hours per week
CMPH 601	**Principles and Methods of Epidemiology**	3
CMPH 603	Research Methods	3
CMPH 605	Biostatistics	3
CMPH 607	Health Services Management	3
CMPH 609	Introduction to Population and Reproductive Health	3
CMPH 611	Monitoring and Evaluation in Public Health	3
CMPH 613	Occupational and Environmental Health and Safety	3
Total		**21**

Semester Two

Code	Course	Credit Hours per week
CMPH 602	Health Care Law & Ethics	2
CMPH 604	Innovations and Entrepreneurship in Public Health	2
CMPH 606	Health Information Systems	2
CMPH 608	Social and Behavioral Sciences in Public Health	3
CMPH 620	Seminar	3
CMPH650	Dissertation	12
	Elective Course	3
	Elective Course	3
Total		**30**

COURSE DESCRIPTION

CMPH 601: Principles and Methods of Epidemiology. The overall goal of this course is to provide a foundational understanding of basic epidemiology concepts. This course introduces students to the study of the distribution of and determinants of disease in human populations. Topics include an overview of epidemiology; introduction to study designs; measurement of disease occurrence; standardization; survival analysis; randomized trials; cohort studies; case-control studies; measurement of risk; indicators of causation; attributable risk; bias, confounding and interaction; genes & environment; screening; infectious diseases; outcome research; epidemiology & public policy; ethics in epidemiology.

CMPH 602: Health Law & Ethics. This course covers legislative and regulatory processes, legal terminology, and professional-related and practice-based ethical issues in public health practice. Students will identify and appropriately assess legal and ethical issues in health care, especially the Public Health Act 851. Topics include confidentiality privacy and security policies; procedures and monitoring; release of information policies procedures; professional-related and practice-related ethical issues; laws related to physical

and biological interventions to control infectious disease; regulation of medical services, medical professionals, and standards of care; reproductive rights; institutional liability; intellectual property; content of Public Health Act 2012, Act 851.

CMPH 603: Research Methods. This course will allow students to establish or advance their understanding of research through critically exploring research language, ethics, and approaches. Topics include an overview of Public health research; ethics in research; the theory/research relationship; formulating research questions; specifying study design and objectives; defining variables; the validity and reliability of measures; scale construction; formatting questionnaires; developing analysis plans; choosing data collection methods; sampling techniques and sample size; developing and completing research studies; preparing data for analysis and reporting findings.

CMPH 604: Innovation and Entrepreneurship in Public Health. The course is designed to expose students to the theory and practice of innovation and entrepreneurship in healthcare settings, domestically and abroad. Topics include basic definitions and concepts of entrepreneurship, intrapreneurship, intrapreneuring, entrepreneurial processes and their application in public health; entrepreneurial mind and the application in public health, creativity and innovation in public health; creating opportunities by identifying gaps in public health; screening entrepreneurial ideas and opportunities; packaging-up opportunities – business models for improving public health; resources requirement; entrepreneurial finance; entrepreneurial strategies.

CMPH 605: Biostatistics. This course introduces the basic statistical concepts and methods applied to diverse public health practice problems. This course represents an introduction to the field and provides a survey of data, data types and how these data are organised into meaningful information. Topics include methods of exploring, organizing, and presenting data; fundamentals of probability; foundations of statistical inference; sampling and the sampling distribution of estimates; using confidence intervals and hypothesis tests for normal and non-normal data; sample size estimation; contingency tables and chi-square tests; one-way analysis of variance; simple linear regression and correlation; statistical software packages, STATA and SPSS.

CMPH 606: Health Information Systems. This course explores the healthcare information technology planning and management issues associated with decision-making in healthcare organizations. Students will learn how the core competencies of healthcare informatics can be developed and applied using real-world case studies. Topics include healthcare information/data management; clinical information systems; healthcare information technology architecture; IT governance in healthcare organizations; health IT software selection and meaningful use; health data structure and standards; Information and communication technologies; Uses of hardware, software, spreadsheets; databases; networks; electronic health records; personal health records.

CMPH 607: Health Service Management and Financing. The course also provides students with the management systems designed for efficient and effective operations of healthcare institutions. In addition, it covers the basics of healthcare financing. This course

will briefly overview management principles at the initial stages. Topics include healthcare management and leadership, management and motivation; organizational behaviour; strategic planning and healthcare marketing; basics of quality improvement; financing healthcare, managing healthcare professionals, and healthcare financing.

CMPH 608: Social and Behavioral Sciences in Public Health. The course will introduce MPH students to the various facets of public health, considering the social, cultural, ecological, political and economic factors and their mutual interaction that influences disease occurrence and its management at individual and community levels. Topics include the social-ecological model and health belief mode; theory of reasoned action/theory of planned behaviour/transtheoretical model; social cognitive theory; networks and social support/stress & coping; community approaches and community organizing; diffusion of innovations and social marketing; economic approaches to public health; theories of interest groups; the role of policy analysis.

CMPH 609: Introduction to Population and Reproductive. The course helps students understand the principles of a population health approach and its role in improving health and reducing health inequities among population groups. It also introduces students to reproductive health service components, gender and socio-cultural influences on reproductive health service delivery. Topics include: population growth and socio-economic development; rates and ratios in population health; sources of demographic data; data evaluation; estimates and projections; ideal family size in ghana; fertility preference; the value of children; measures of mortalities; contraceptive technology and reproductive health risks; dependency model; demographic transition; epidemiologic transition.

CMPH 611: Monitoring and Evaluation (M&E) in Public Health. The course broadly describes the paradigms, approaches, theories, principles and key concepts in the field of evaluation. It introduces the students to general methods and tools necessary for monitoring and evaluating public health programmes. Topics include: programme monitoring planning; classification evaluation; development of effective evaluation strategies; analytic frameworks; development of effective and innovative indicators; use of indicator reference sheet; data sources; evaluation designs; data collection approaches; ethics in M&E, incorporation of M&E into strategic planning, communication and utilization of M&E findings and report writing.

CMPH 613: Occupational and Environmental Health and Safety. This course trains students to investigate, alleviate, and prevent environmentally and occupationally produced illnesses, injuries, and disabilities and to study and implement best practices in these and related areas, including ergonomics, safety, and occupational hygiene. Topics include toxicology basics, occupational skin diseases, industrial hygiene evaluation: air monitoring, hazard identification, legislative overview, environmental identification and monitoring systems, hazardous materials management, and emergency response protocols.

CMPH 620: Seminar. Students will be required to make two presentations – Presentation I will be done at the end of the first semester. Here, students will present their dissertation proposals for comments and contributions before submission for ethical review. At the end

of the second semester, the students do their Presentation II. It involves a presentation of their final dissertation for comments and contributions before submission for assessment. Each presentation will be scored 100%, and at the end of the academic year, an average score is considered the seminar score.

ELECTIVE COURSES

HEALTH POLICY AND MANAGEMENT
CMPH 610: Health Policy and Planning. The course introduces students to the concepts of planning and their application to healthcare delivery. It also examines the interaction of context, actors, processes and content in public policy development. Topics include an overview of health policy and analysis; health policy, process and power; agenda setting; policy implementation; doing policy analysis; policy research and evaluation; introduction to global health policy: institutions, actors and politics; challenges to the health policy environment; overview of health planning; planning health service delivery; planning health resources; health programme planning and evaluation.

CMPH 612: Leadership in Public Health. The course introduces students to major leadership theories, concepts, and ways of applying these to public health issues requiring leadership. It also considers current public health issues and challenges, ethical issues, and approaches to change and leadership at the individual, team, organizational and community levels. Topics include examining classical and contemporary theories; concepts of leadership; leadership and governance component; principles and characteristics of governance in health; strategic management approaches; networking and advocacy; health policies for a management information system; legal frameworks and ethical issues, and case studies; building blocks of the health system.

POPULATION & REPRODUCTIVE HEALTH
CMPH 616: Adolescent Health and Development. This course focuses on adolescents' major public health issues, particularly those in the global south. The course will explore major theories and research on adolescent development. It will also analyze programmes, policies, and environments that improve or hurt the health and well-being of adolescents. Additionally, the course will assess risk, protective factors, and resilience during the developmental processes while providing insights into reproductive health interventions. Topics include the social environment - family, peers, and school community; mortality & health behaviour; risk and protective factors; unintentional injuries; homicide; tobacco, alcohol and other drugs; suicide; sexual health; spiritual health; diet and exercise.

CMPH 618: Fertility and Family planning. The course introduces issues and programmatic strategies related to developing, organising, and managing family planning programmes, especially those in developing countries. The course also explores the barriers, hormonal, surgical, and fertility awareness methods to enhance students' understanding. Topics include Bongaarts Intermediate Fertility Variables; the unmet need for family planning; unwanted fertility and induced abortion; quality of care and medical barriers to contraceptive services; couples and men in contraceptive decision-making; community-based contraceptive distribution; paying for family planning; incentives and

disincentives in family planning programmes; ethical issues in family planning and population policy.

CMPH 644: Maternal and Child Health. The course concentrates on the basic concepts, theories, principles and processes for delivering safe and quality care (promotive and preventive) for mother and child. Further, it focuses on good health care for children in various stages of growth and development. Topics include an introduction; indicators to monitor maternal mortality; determinants of maternal death; the four delays and causes of maternal mortality; constraints and challenges to achieving maternal and reproductive health; environment issues in pregnancy and childhood; prenatal and infant health and newborn care; neonatal resuscitation; integrated management of childhood illnesses; nutrition in pregnancy and lactation, exclusive breastfeeding, children with special needs; neonatal & infant mortality.

HEALTH INFORMATICS
CMPH 622: Advanced Statistics and Data Analysis. This course uses advanced statistical techniques that cover useful quantitative health and policy research tools. It focuses on data analysis that utilizes models for categorical, discrete or limited outcomes commonly seen in health and policy studies. Examples include health status, number of clinic visits, etc. In this course, students will also learn the principles of likelihood-based inference. Topics include Introduction to advanced statistics, comparing two means (t-tests), comparing several means (ANOVA), analysis of covariance (ANCOVA), Factorial ANOVA, RM ANOVA, correlation and simple regression, multiple regression, logistic regression, and MANOVA.

CMPH 624: Electronic Health Records (EHR). This course is designed to provide students with an overview of the key concepts regarding implementing a clinically-oriented information system (e.g., an electronic medical record, computer-based provider order entry, nursing documentation system, etc.). Topics include the early history of health information management; evolution of practice; functions of the health record; content and structure of the health record; the electronic health record; health information technology functions; healthcare data sets; secondary data sources; clinical vocabularies and classification systems; reimbursement methodologies.

DISEASE SURVEILLANCE & CONTROL
CMPH 628: Fundamentals of Disease Control. This course focuses on the principles of control in specific diseases based on epidemiology and natural history. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Topics include definitions and concepts of disease control; an infectious disease transmission process; principles of disease control; methods used in specific communicable and non-communicable disease control- sexually; vaccine-preventable diseases, water-associated diseases, zoonotic diseases, air-borne diseases, diabetes mellitus, hypertension, malnutrition, obesity, alcoholism and substance abuse, accidents and cancers; disease surveillance; screening and management of epidemics.

CMPH 630: Advanced Epidemiology. This course explores advanced epidemiological techniques and will build upon and extend the epidemiological skills acquired from the required (core) courses. It will also consider causality, the strength of evidence and study design using examples from the literature, emphasising the importance of epidemiological methods and study designs and biases in epidemiology. Topics include: disease incidence and risk; measuring associations with consideration of validity and bias; non-casual associations; project hypotheses and literature review results; effect modifications and interactions; statistical modelling in epidemiology; measurement errors; data management; causal diagrams; conceptual framework; reporting epidemiologic research; epidemiologic inferences and public health implications.

MONITORING AND EVALUATION

CMPH 634: Health Systems Evaluation. This course covers the essentials of evaluating health systems. The course analyzes the development of theories of change, their application to the design of evaluation systems, and alternative approaches to evaluating quality and equity impacts. The development of monitoring indicators, using quantitative techniques and integrating M&E into health systems' decision-making will all be addressed. Topics include an introduction to evaluation, evaluation fundamentals; evaluation models; designing an evaluation; collecting evaluation data; analyzing evaluation data; reading and writing evaluation reports; the social context of evaluation.

CMPH 636: Advanced Techniques in Monitoring and Evaluation. The course will focus on advanced techniques in monitoring and evaluating health programmes to equip students in complex M&E programmes. It will allow students to understand the role M&E plays in all aspects of the health system, including the institutional, political, financial, managerial, human resource, inter-sectoral and public health dimensions. Topics include M&E tools in the health sector (service delivery, healthcare financing, human resource); the role of M&E in Global Health Initiatives, ensuring adequate data quality for M&E; innovative approaches to M&E; ethics and dealing with conflicts of interest in M&E; qualitative techniques in M&E; quantitative techniques in M&E.

OCCUPATIONAL HEALTH AND SAFETY (OH&S)

CMPH 640: Occupational Ergonomics. This course examines the contributions of human factors in work, task design and health and safety. It introduces students to exposure standards. Topics include an introduction to ergonomics, definition and history of ergonomics, introduction to systems design and task analysis; muscle use and anthropometry and workspace design; activity-related soft tissue disorders (ASTDs); Analysis of Risk of ASTDs in the workplace; psychosocial and organizational aspects of work; analysis of risk for back injuries in the workplace; skilled work, control display design and mental activity; shiftwork.

CMPH 642: Accident and Injury Prevention. The course focuses on analysing the theories and principles of accident and injury prevention and their practical applications in the workplace. Focus is placed on the evaluation and control of workplace safety hazards. Topics include fundamentals of road traffic injury prevention, concepts in injury prevention, risk factors and choosing interventions for road traffic injuries, injury

surveillance systems; evaluation of road safety interventions; influencing policy for road traffic injury prevention.

MASTER OF PHILOSOPHY (MPhil in Public Health Programme)

The School of Public Health aspires to be a centre of excellence in Ghana's public health teaching and research. As a pioneer in training public health officers at the Bachelor of Science degree level in Ghana, the MPhil in Public Health is to improve public health research and practice in Ghana. It is a multi-disciplinary professional programme in which students develop an integrated interdisciplinary and cross-cutting set of overall competencies related to public health. The programme seeks to produce graduates expected to enhance public health research in Ghana and beyond and meet the National Accreditation Board (NAB) requirement for teaching in tertiary institutions. Moreover, this programme draws students from various fields, including medicine, nursing, psychology, physiotherapy, pharmacy, dentistry, biomedical and laboratory, based sciences, nutrition, occupational therapy, occupational health, environmental health, health promotion, and statistics and management.

Admission Requirements
Admission requirements are as follows:
- Applicants must have obtained a good first degree in health-related areas such as medicine, public health, nursing, allied health, pharmacy, physical sciences, and social sciences.
- Applicants who have a Master of Public Health (MPH), MSc, or MA degree in health-related programmes from a recognized University will be advanced to the second year (thesis year) of the MPhil in Public Health programme. These applicants should have taken the core courses in public health, including Epidemiology, Biostatistics, Behavioural Sciences, and Research Methods. Student transcripts will be examined closely for admission. In addition, these applicants must have worked in the health sector for at least five (5) years.
- Work experience in a health or social service setting will be an advantage.

COMPONENTS OF THE PROGRAMME
The programme is structured to deliver intensive and comprehensive lectures over two years (i.e. 24 calendar months). Students are expected to complete their theses two months after completing the fourth semester. English is the medium of instruction and examination for the MPhil in Public Health programme. The coursework component of the MPhil in Public Health programme consists of core courses (to be taken by all students) and elective courses with concentrations in:

- Health Policy and Management
- Population and Reproductive Health
- Health Informatics
- Disease Surveillance and Control
- Monitoring and Evaluation
- Occupational Health and Safety

Students are expected to select two (2) elective courses from one (1) concentration and are free to take only one (1) additional elective course from another concentration of their choice. In the first semester of Year One, students will take required (core) courses and take a mix of required (core) and elective courses in the second semester of Year One. In Year Two, students are expected to concentrate on their thesis and make at least two (2) seminar presentations on their thesis progress. The required (core) courses for semesters one and two in year one are presented in Table 2.

Table 2: List of Core Courses

Course Code	Course Name
Year One - Semester One	
CMPH 601	**Principles and Methods of Epidemiology**
CMPH 603	Research Methods
CMPH 605	Biostatistics
CMPH 609	Principles of Population and Reproductive Health
CMPH 611	Monitoring and Evaluation in Public Health
CMPH 613	Occupational and Environmental Health and Safety
Year One - Semester Two	
CMPH 602	Public Health Law & Ethics
CMPH 606	Health Information Systems
CMPH 608	Social and Behavioral Sciences in Public Health
CMPL 646	Data Analysis
CMPL 648	Seminar I
Year Two	
CMPL 651	Seminar II
CMPL 650	Thesis

The elective courses presented in Table 3, are taken in Year One, Semester Two.

Table 3: List of Elective Courses

Course Code	Course Name
Health Policy and Management Option	
CMPH 610	Health Policy and Planning
CMPH 612	Leadership in Public Health
Health Informatics Option	
CMPH 622	Advanced Statistics and Data Analysis
CMPH 624	Electronic Health Records
Population and Reproductive Health	
CMPH 616	Adolescent Health and Development
CMPH 618	Fertility and Family Planning

CMPH 644	Maternal and Child Health
Disease Surveillance and Control Option	
CMPH 628	Fundamentals of Disease Control
CMPH 630	Advanced Epidemiology
Monitoring and Evaluation Option	
CMPH 634	Health Systems Evaluation
CMPH 636	Advanced Techniques in Monitoring and Evaluation
Occupational and Health and Safety Option	
CMPH 640	Occupational Ergonomics
CMPH 642	Accident and Injury prevention

These courses are presented semester by semester as follows:

Table 4: Year One: Semester One

Code	Course	Credit Hours
CMPH 601	**Principles and Methods of Epidemiology**	3
CMPH 603	Research Methods	3
CMPH 605	Biostatistics	3
CMPH 609	Principles of Population and Reproductive Health	3
CMPH 611	Monitoring and Evaluation in Public Health	3
CMPH 613	Occupational and Environmental Health and Safety	3
Total		**18**

Table 5: Year One: Semester Two

Code	Course	Credit Hours
CMPH 602	Public Health Law & Ethics	3
CMPH 606	Health Information Systems	3
CMPH 608	Social and Behavioral Sciences in Public Health	3
CMPL 646	Data Analysis	3
CMPL 648	Seminar I	3
	Elective Course	3
	Elective Course	3
Total		**21**

Table 6: Year Two

Code	Course	Credit Hours
CMPL 651	Seminar II	3
CMPL 650	Thesis	30
Total		**33**

COURSE DESCRIPTION
REQUIRED (CORE) COURSES

CMPH 601: Principles and Methods of Epidemiology. The overall goal of this course is to provide a foundational understanding of basic epidemiology concepts. This course introduces students to the study of the distribution of and determinants of disease in human populations. The principles of epidemiology taught in this course are used in human health research, public health disease prevention and health promotion. Topics include introduction and overview of epidemiology; measurement of disease occurrence; standardization; survival analysis; introduction to study designs; randomized trials; cohort studies; case-control studies; measurement of risk; indicators of causation; attributable risk; bias, confounding and interaction; genes & environment; screening; infectious diseases; outcome research; epidemiology & public policy; ethics in epidemiology.

For the description of the following courses, refer to the MPH programme above:
CMPH 602: Public Health Law & Ethics. (See p. 103 of the Handbook)

CMPH 603: Research Methods. (See p. 104 of the Handbook)

CMPH 605: Biostatistics. (See p. 104 of the Handbook)

CMPH 606: Health Information Systems. (See p. 104 of the Handbook)

CMPH 608: Social and Behavioral Sciences in Public Health. (See p. 105 of the Handbook)

CMPH 609: Principles of Population and Reproductive Health. (See p. 105 of the Handbook)

CMPH 611: Monitoring and Evaluation (M&E) in Public Health. (See p. 105 of the Handbook)

CMPH 613: Occupational and Environmental Health and Safety. (See p. 105 of the Handbook)

CMPL 646 Data Analysis.
This course focuses on advanced qualitative and quantitative data analysis skills for students. The qualitative aspect will focus on analysing textual data in an interpretive spirit and exploring various approaches to qualitative data analysis and interpretation using software such as Nvivo. The quantitative aspect will provide students with a statistical background and practical skills to apply more advanced multivariate modelling techniques. It offers broad practical insights into implementing and interpreting the various models using statistical software such as STATA, SPSS, Epi Info, etc. Topics involve two areas:
- Qualitative aspects - transcription/data management; an interpretative framework for analysis; narrative analysis and case study approaches; ethnographic and phenomenological approaches; grounded theory; codebook development; computer

software for managing qualitative data; ethical issues in qualitative research; hiring, training, and managing teams of data collectors.

- Quantitative aspects - from theory to data, summary statistics and data visualization, bivariate associations, distributions, probability and sampling, hypothesis testing and significance, the linear model and assumptions.

CMPL 648: Seminar I. Students will be required to make three presentations: Presentation I on the research concept (Problem statement, Research Questions/Hypothesis, Research objectives), Presentation II on Research methods and Presentation III on the project proposal. Each presentation will be scored 100%, and an average score is considered a seminar score at the end of the academic year.

ELECTIVE COURSES

HEALTH POLICY AND MANAGEMENT OPTION
CMPH 610: Health Policy and Planning

CMPH 612: Leadership in Public Health.

POPULATION & REPRODUCTIVE HEALTH OPTION
CMPH 616: Adolescent Health and Development.

CMPH 618: Fertility and Family planning.

CMPH 644: Maternal and Child Health. The course concentrates on the basic concepts, theories, principles and processes to deliver safe and quality care for mother and child. It encompasses promotive and preventive care for mothers with normal health conditions, including curative and rehabilitative care for those with disturbances in reproductive health. Further, it focuses on good health care for children in various growth and development stages. Topics include: introduction: what is maternal health? Indicators to monitor maternal mortality; determinants of maternal death; the four delays and causes of maternal mortality; constraints and challenges to achieving maternal and reproductive health; environment issues in pregnancy and childhood; prenatal and infant health and newborn care; neonatal resuscitation; integrated management of childhood illnesses; nutrition in pregnancy and lactation, exclusive breastfeeding, children with special needs; neonatal & infant mortality.

HEALTH INFORMATICS OPTION
CMPH 622: Advanced Statistics and Data Analysis.

CMPH 624: Electronic Health Records (EHR).

DISEASE SURVEILLANCE & CONTROL OPTION
CMPH 628: Fundamentals of Disease Control.

CMPH 630: Advanced Epidemiology.

MONITORING AND EVALUATION OPTION
CMPH 634: Health Systems Evaluation.

CMPH 636: Advanced Techniques in Monitoring and Evaluation.

OCCUPATIONAL HEALTH AND SAFETY OPTION
CMPH 640: Occupational Ergonomics.

CMPH 642: Accident and Injury Prevention.

YEAR TWO

CMPL 651: Seminar II.
Students will be required to make three presentations – Presentation I on data analysis, Presentation II on Results and Discussions, and Presentation III on the final report before submission for assessment. Students will be assisted by faculty to prepare for the presentations. Each presentation will be scored 100%, and an average score is considered a seminar score at the end of the academic year.

CMPL 650: Thesis. Students are expected to choose a thesis topic, conduct research and write a thesis report which will be assessed internally and externally. The student will be assigned two supervisors: primary and secondary supervisors. The thesis topic will be approved by the faculty at the beginning of the second year's first semester and will also be presented for the approval of the School of Graduate Studies Board. At the end of the thesis year, each student will submit two signed thesis reports to the School of Graduate Studies through the Faculty of HAS. One report will be assessed externally and the other internally. If a candidate passes both assessments, he or she is invited for an oral presentation (Defense).

FACULTY OF RELIGIONS AND SOCIAL SCIENCES

MA in Religious Studies and Pastoral Ministry

The Master of Religious Studies and Pastoral Ministry (MRPM) programme aims to respond to the emerging religious needs in Ghanaian society, such as promoting religious tolerance, ecumenism and inter-religious dialogue, and justice and peace. These religious expectations fit into the Catholic University's vision of producing graduates with religious conviction and profound motivation for service. The multicultural nature of Ghanaian society, the current proliferation of religious groups and the rise of new churches support this MRPM programme. Its thrust seeks to educate students in a broad spectrum of World Religions, giving them a holistic approach to religious and pastoral issues and training students to acquire deeper knowledge and skills to co-exist and co-operate with people of different religious affiliations in Ghana and the West African sub-region.

COMPONENTS OF THE PROGRAMME

First Semester

Course Code	Course Title	Credits
MRPM 601	African Indigenous Religions	3
MRPM 605	Research Methods	3
MRPM 613	Selected Themes in the New Testament	3
MRPM 625	Special Topic I	3
MRPM 615	Seminar I	3
MRPM 610**	Long Essay	6
	TOTAL	21

*** Long essay is a year-long project. It may be taken in place of Special Topics by a given cohort of admitted students.**

NB: Students are to take 2 or 3 elective courses in the first semester to meet the required credits per semester (15-18)
First Semester Elective Courses

Course Code	Course Title	Credits
MRPM 603	Foundations of Christian Theology	3
MRPM 607	Christian Spiritual Formation	3
MRPM 609	Leadership in Ministry	3
MRPM 611	Inter & Intra-faith Religious Dialogue	3
MRPM 617	Historical Studies of African Indigenous Religions	3

MRPM 619	Islam in Africa	3
MRPM 621	Pastoral Care and Counselling	3
MRPM 633	Islam and Development in Africa	3

Second Semester Core Courses

Course Code	Course Title	Credits
MRPM 604	Selected Themes in the Old Testament	3
MRPM 614	Comparative Study of Religions	3
MRPM 626	Special Topic II	3
TOTAL		9

NB: Students are to take 3 or 4 elective courses in the second semester to meet the required credits per semester (15-18)
Second Semester Elective Courses

Course Code	Course Title	Credits
MRPM 602	Pastoral Ministry	3
MRPM 606	The Church and Sacraments	3
MRPM 608	Pastoral Ministry and Mass Communication	3
MRPM 612	Islamic Theology	3
MRPM 616	Contemporary Ethical and Moral Issues	3
MRPM 620	Guidance and Counselling	3
MRPM 622	Adolescent Psychology	3
MRPM 624	Conflict Resolution and Peace Building	3

Research component
Students do research work. The work is presented in the form of a seminar.

COURSE DESCRIPTION

MRPM 601: African Indigenous Religions. There is a bi-directional approach to the course. Firstly, the course discusses how varied ethnic groups express religiosity across the continent. It is treated according to the sub-regional groups in sub-Saharan Africa – West Africa, Southern Africa, and Eastern Africa ethnic groups and their indigenous religions. Secondly, it dialogues with John Samuel Mbiti on the common philosophy derived from Africans' religious experience. In this second aspect, the African Indigenous Religion as a system, the philosophical and anthropological relevance to contemporary African societies,

the concept of communality and the tools that indigenous religions offer for dialogue and peaceful co-existence in the growing religiously plural society are the focus. At the end of the course, students should be able to know earlier attitudes, terminologies and definitions associated with African Indigenous Religions, appreciate the general characteristics of the African Indigenous Religions, know some variants in the religious practices of different ethnic groups in Africa; appreciate the importance of the African indigenous worldviews to contemporary society and access the impact of globalization on African Indigenous Religions.

MRPM 602: Pastoral Ministry. The course aims to enhance students' knowledge of God and models of the ministry of the Word. Topics to be treated include belief in God, Christ and the Holy Spirit, and the ministry of the Word through preaching or evangelization. The course further discusses the pluralistic nature of contemporary religious phenomena; and the need to be faithful to one's faith while maintaining postures of openness, tolerance, respect and mutual understanding through dialogue. At the end of the course, students will have the knowledge and tools to engage in pastoral issues meaningfully and know the different models of proclaiming the Gospel.

MRPM 603: Foundations of Christian Theology. The course studies selected fundamental teachings in Christian theological discourse. Topics to be treated include The theoretical appraisal of the nature of theology; critical analysis of the core elements of theology (faith, experience, revelation, tradition, and salvation history); the correlation between revelation and faith; theology and scripture; theology and tradition; faith and history, faith and reason. At the end of the course, students should be able to critically analyse problematic issues in the foundational notions of theology and know the core elements of theology.

MRPM 604: Selected Themes in the Old Testament. This course offers students a critical, exegetical, historical and theological understanding of some selected themes of the Old Testament. It engages students in discussing theoretical questions concerning the Old Testament that are often taken for granted. Topics include the OT concept of God, OT Covenant; Law; Revelation; Prophecy; Messianism, Old Testament apocalyptic thoughts, and Unity and Diversity in the Old Testament. At the end of the course, students should be able to acquire exegetical and theological skills for studying biblical themes, appreciate the unity and diversity among the Old Testament books, and pay attention to how the Old Testament is employed in African theology.

MRPM 605: Research Methods. The course introduces students to the disciplinary approaches to research in Religious Studies. Topics comprise research design, interviews, etc.; concepts and theories; methods and methodology; sources; data collection and analysis; oral sources; techniques of interpretation and validation; review and use of documentary sources; ethics in research; referencing (Chicago Manual Style 16); using IT in research. At the end of the course, students should be able to: Know the processes, methodology and style of carrying out scientific research in Religious Studies; Appreciate the relationship between methodological choices, trends in theoretical thought, the character of a given research project, and interaction with cultural contexts.

MRPM 606: The Liturgy and Sacraments. The course exposes students to the nature, theories, and theological understanding of Liturgy and sacramental theology. Topics include the theories of liturgy; the nature and history of Liturgy; the theology of worship and time; the relationship between worship and social issues; the theology of the seven (7) sacraments; the history of general sacramental theology; the features of sacramental theology and the Magisterial Teachings on the sacraments. At the end of the course, students should be able to know the Church's act of worship and appreciate the relationship between the Word of God and the sacraments.

MRPM 607: Christian Spiritual Formation. The course introduces students to Christian spirituality, its nature and its operation. Topics include principles of human life, theological approaches to spiritual growth and renewal, strategies for experiencing the transforming power of the Gospel, retreat as a spiritual exercise of growth, renewal, and personal integration. At the end of the course, students should be able to know the nature of Christian Spirituality and acquire the tools for spiritual direction.

MRPM 608: Pastoral Ministry and Mass Communication. The course exposes students to the concept and theory of media effects and focuses on using media for the Church's ministry. Topics include the concept of mass communication and theories of media effects; the Church's mission and ministry as communication; communication teachings in the Church's documents; the role of mass media in ministry and pastoral planning; the phenomenon of televangelism and the new media, and new directions of pastoral communication in the context of new communication technologies. At the end of the course, students should be able to acquire the requisite knowledge to value religious communication and evaluate the contribution of the Church to Mass communication in society.

MRPM 609: Leadership in Ministry. The course introduces students to the theoretical and practical aspects of various leadership styles and the approach to Christian leadership. Topics include aspects of Christian leadership, roles and expectations of Christians as models; the trait theories; situational theories, the people-oriented and work-oriented types; the three primal styles; the organizational/business/corporate style; the visionary; eclectic and servant leadership styles; the art and nature of leadership; and the dynamic connection between leadership and effective and fruitful ministry. At the end of the course, students should be able to acquire the requisite knowledge to answer theoretical and practical questions on Leadership in Ministry, appraise the theories and styles of leadership, and evaluate the practice of good leadership in the Church and State.

MRPM 610: Long Essay. Two (2) typed or printed copies of the Long Essay - 60 pages, double spacing, written in good English grammar - using standard A-4 paper, shall be submitted to the School of Graduate Studies through the Head of Department for examination.
- The typed essay should be on only one side of the paper.
- Margins: When bound, all margins of the essay should be 2.54 cm (1 inch).
- Font Type & Size: The essay should be typed in Times New Roman Font Size 12.
- Chapter headings should be in New Times Roman Font Size 14 Bold.

- Font sizes for indented citations, graphs, figures and tables should not be lower than New Times Roman font size 10.
- Page Numbers: Page numbers should be centred at the bottom of the page throughout the essay.
- The preliminary pages should be numbered with Roman numerals.
- Page numbering in Arabic numerals should run through the entire essay.
- Footnote numbering should run through an essay.
- Footnotes, NOT Endnotes, should be used in all essays.

MRPM 611: Inter & Intra-faith Religious Dialogue. The course aims to deepen students' knowledge of the urgent need to promote mutual understanding, peace, respect and unity among Christians (ecumenism/ intra-faith dialogue) and believers of various religions and denominations (inter-faith/denominational dialogue). Topics include the foundations of interreligious dialogue, the different forms of interreligious dialogue; the conditions; the challenges and prospects to inter-religious dialogue; and the Christian and Islamic charters of inter-religious dialogue. At the end of the course, students should be able to: Know the tenets of dialogue among religions; Appreciate the need for promoting mutual understanding, peace, respect and unity among all Christians and believers of different faiths.

MRPM 612: Islamic Theology. The course introduces students to methodological and hermeneutical issues in Islamic studies and helps them examine the life and thoughts of classical Islamic theologians. Topics to be treated include the theological positions of early Muslim groups, e.g., the Kharijites, Murjites, Qadarites and Mutazilites; influences on the growth and development of Islamic theology; development of (*kalam*) scholastic theology; maturation of Sunni theology, Shia theology; a study of selected classical theologians, e.g. Al Ashari, Maturidi, Imam Ghazali, Ahmad ibn Hambali; a study of some contemporary theologians, e.g. Abu Ala Maududi, Syed Qutb, Fazlur Rahman, Muhammad Iqbal, Amina Wadud. At the end of the course, students should be able to know methodological and hermeneutical issues in Islamic studies and evaluate the life and thoughts of classical Islamic theologians viz-a -viz contemporary theologians.

MRPM 613: Selected Themes in the New Testament. The course exposes students to concepts, various perspectives and the exegetical and hermeneutical methods of studying the New Testament (NT). Topics include exegetical and hermeneutical approaches to the New Testament; African biblical hermeneutics; the NT concept of God; the Kingdom of God; major Christological titles of Jesus; New Testament Apocalyptic thoughts; Unity and Diversity in the NT, among others. At the end of the course, students should be able to appreciate the contemporary issues in New Testament theology, know the methods of studying the New Testament thematically and textually and read the New Testament from African perspectives.

MRPM 614: Comparative Study of Religions. This course discusses major world religious traditions' doctrines, practices and theological anthropology. Topics include the historical development, basic doctrines, and practices of major religious traditions of the world. The course will also treat selected themes, such as prayer, forgiveness,

reconciliation, human dignity, violence, justice, salvation, and health, to uncover universal conceptual patterns of religiosity and spirituality. At the end of the course, students should be able to know the doctrines of the major religious traditions of the world and appreciate the theological anthropology of world religions concerning human dignity.

MRPM 615: Seminar I. Students must present a 30-minute seminar (i.e. 20-minute presentation and 10-minute question-and-answer session) on any *Contemporary religious issue.* For example, religious militancy; conflicts; fundamentalism; proselytism, indifferentism, secularism, ecumenism, inter-faith dialogue; faith and reason; freedom of worship, etc. The seminar is open to the University community. There shall be a three-member panel to assess each candidate based on the topic's relevance, content, clarity of language and delivery. The average will be the mark obtained.

MRPM 616: Contemporary Ethical and Moral Issues. The course will examine certain ethical theories for deliberation or decision-making, such as normative, deontological, utilitarianism, hedonism, egoism, intuitive, and teleological. It will engage students in understanding some contemporary ethical and moral issues drawn from various African life experiences. Topics include religious fanaticism, family planning and abortion, gender equality; eugenics, euthanasia; conflict; corruption, injustices, and homosexuality. At the end of the course, students should be able to know the theories and practices of ethical issues and evaluate ethical theories for deliberation or decision-making processes.

MRPM 617: Historical Studies of African Indigenous Religions. [This course has been merged with MPRM 601 African Indigenous Religions].

MRPM 618: Islam in Ghana. The course exposes students to the history and various organisations of Islam in Ghana and its role in national development. Topics include the origins and development of Islam in Ghana; the origins, nature and characteristics of Islam in the Volta Basin; Islam in the North, Asante and on the coast of Ghana; Islam and national politics; Islamic literacy tradition; Islamic organizations; Islamic leadership; inter-religious relations; Zongo and national development. At the end of the course, students should be able to know the spread of Islam in Ghana, know the different Islamic organizations in Ghana and appreciate the role Islam plays in the development of Ghana.

MRPM 619: Islam in Africa. The course examines the introduction of Islam to North Africa (Egypt; the Maghreb); across the Sahara to Western and Central Africa; in East Africa; and modern Ghana; It explores the contribution of Islam to human development in Africa. Other topics to be studied include the emergence of local Muslim cultures; contemporary Islamic issues in Africa, the impact of Islam on the lives of African people; the significance of Arabic, Hausa, and Kiswahili in Islam and an appraisal of Islamic groups, among others. At the end of the course, students should be able to know the emergence and spread of Islam in Africa and appreciate the contribution of Islam to human development in Africa.

MRPM 620: Guidance and Counselling. The course enhances students' knowledge of theories and practices of guidance and counselling. Topics to be treated include

psychological theories such as Freudian psychosexual, Erik Erikson's psychosocial, Alfred Adler's psychotherapy, and Carl Roger's non-directive counselling theories; to draw the therapeutic/counselling implications from these psychological theories. At the end of the course, students should be able to know the theories of guidance and counselling and acquire practical skills in educational, marriage and family counselling.

MRPM 621: Pastoral Care and Counselling. The course aims to develop the student's skills in counselling and pastoral care. Topics include religious vocation/career guidance; problems of faith and prayer; pastoral care for the aged and the sick; the depressed; the bereaved/dying; the alcoholic and drug addicts; marriage and family; sex-related problems; and students' welfare; gender-based violence; abuse of minors; personality conflict and restoration to wholeness. At the end of the course, students should be able to acquire counselling skills and know and appreciate the attitudes and characteristics of a counsellor.

MRPM 622: Adolescent Psychology. This course introduces students to examine the maturation, physical, emotional, psychological and intellectual problems associated with the development of adolescence and the psychological need for adjustment. Topics include Self, Identity, emotional development, mid-adolescent sexual libido (energy) from the Freudian psychoanalytic and Erik Erikson's psycho-sexual perspectives, adolescent ego identity, ego formation, and delimitation. At the end of the course, students should be able to appreciate the psychological development of the human person, know the theoretical/conceptual and practical understanding of the behaviour pattern of adolescents and appreciate the adolescent psychological crises and adjustments.

MRPM 624: Conflict Resolution and Peace Building. The course aims to improve students' knowledge of interdisciplinary approaches to conflict resolution. It also introduces students to essential concepts, definitions, perspectives, and theories of causes of conflicts. Topics include conflict dynamics, identifying stakeholders and various factors in conflicts such as culture and economy-resource-based challenges; migration of people; nationalism; and terrorism. It explores how religions and other academic disciplines can be used to analyze conflict theories, their development and practical application focusing on different intervention strategies (negotiations, mediation, and problem-solving workshops), among other methods of conflict resolution. At the end of the course, students should be able to know interdisciplinary approaches to peace and conflict resolutions and grasp central concepts, definitions, perspectives, and theories of causes of conflicts.

MRPM 625: SPECIAL TOPICS I. Students will be required to select a topic of interest for research, after which a research paper will be presented for examination. The selected topics must be chosen from the studied areas and approved by the Department. The research paper will be directed and must address topical issues within the discipline.

MRPM 626: SPECIAL TOPICS II. Students will again be required to select a topic of interest, after which a research paper will be presented for examination. The selected topics must be chosen from the studied areas and approved by the Department. The research paper will be directed and must address topical issues within the discipline.

MRPM 633: Islam & Development in Africa. The course focuses on the development activities of Islam and its impact on Africa's political, economic, cultural and spiritual development. Topics to be treated include spheres of developmental activities (spiritual, social, political, educational, economical; socio-cultural development, including art and architecture, trade and tourism). At the end of the course, students should be able to trace the spread of Islam in Africa and know the impact of Islam on Africa's political, economic, cultural and spiritual development both before the colonial period and after independence.